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REPORT
MINISTER OF EDUCATION
PROVINCE OF ONTARIO
(CANADA)

1900


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REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR

1900

WITH THE STATISTICS OF 1899.

I V

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO.

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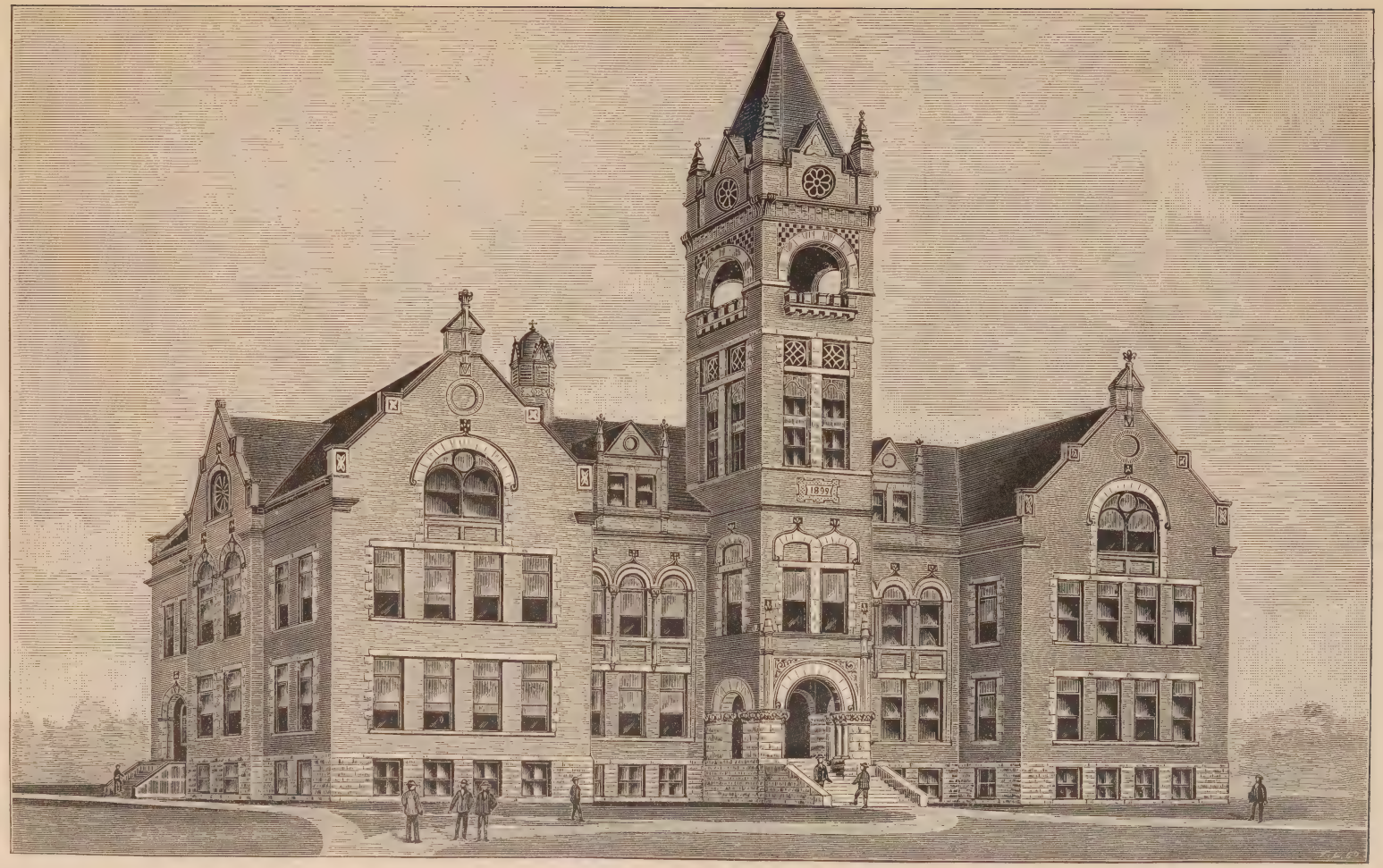
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London Provincial Normal School.



Collegiate Institute, Orillia.

GENERAL REPORT, 1900.

EDUCATION DEPARTMENT.

MINISTER OF EDUCATION:

HON. RICHARD HARCOURT, M.A., K.C.

DEPUTY MINISTER OF EDUCATION.

JOHN MILLAR, B.A.

Francis J. Taylor,	Chief Clerk and Accountant.
Henry R. Alley,	Clerk and Minister's Secretary.
J. T. R. Stinson,	Senior Clerk.
H. M. Wilkinson,	"
A. C. Paull,	"
F. N. Nudel,	"
W. W. Jeffers,	"
R. J. Bryce,	Junior Clerk.
S. A. May,	"
Thomas Greene,	"
William Lemon,	"
E. A. Faulds,	"
F. Woodley,	"
Miss E. H. Brown,	Stenographer.
Miss E. O. Cumines,	"
J. G. Hodgins, LL.D.,	Librarian and Historiographer.
Miss J. M. Crooks,	Assistant Librarian.
S. P. May, M.D., C.L.H.,	Superintendent of Public Libraries and Art Schools.
William Pakenham, B.A.,	Registrar of the Educational Council and Chairman of the Board of Examiners.
David Boyle,	Curator of the Archæological Museum.
L. McCorkindale,	Caretaker.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1900

WITH THE STATISTICS OF 1899.

To The Honorable Sir Oliver Mowat, K.C.M.G.,

Lieutenant Governor of the Province of Ontario.

May it Please Your Honor:

I herewith present the Report of the Education Department for the year 1900 together with the statistics for the year 1899.

SUMMARY OF STATISTICS.

** Elementary Schools.*

Number of Public Schools		5,654
Increase for the year	67	
Number of Roman Catholic Separate Schools		352
Increase for the year	7	
Number of Protestant Separate Schools		8
Number of Kindergartens		119
Number of teachers		248
Number of Night Schools		16
Number of teachers		37
Amount expended for Public School Houses (sites and buildings)		$322,403
" " Public School teachers' salaries		$2,776,641
" " all other purposes		$921,004

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Composition, Drawing, English Literature, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

Total amount expended on Public Schools		$4,020,048
Decrease for the year	$23,185	
Number of persons in the Province between the ages of 5 and 21		586,350
Decrease for the year	4,950	
Number of registered pupils of all ages in the Public Schools during the year		429 227
Decrease for the year	7,500	
Average attendance of pupils in the Public Schools during the year		243 325
Decrease for the year	4,455	
Number of pupils in Roman Catholic Separate Schools		41,796
Increase for the year	129	
Average attendance of pupils in Roman Catholic Separate Schools		25 767
Increase for the year	96	
Number of pupils in Protestant Separate Schools		441
Decrease for the year	64	
Average attendance of pupils in Protestant Separate Schools		246
Decrease for the year	20	
Number of pupils attending Kindergartens		11 262
Increase for the year	179	
Average attendance of pupils in Kindergartens		4 701
Increase for the year	128	
Number of pupils attending Night Schools		1,026
Decrease for the year	478	
Average attendance of pupils at Night Schools		262
Decrease for the year	101	
Percentage of average attendance to total attendance in Public Schools		57
Number of persons employed at teachers in the Public Schools during the year:		
Men, 2612; women, 5,957; total		8,569
Decrease: men, 44; increase: women, 148; increase	104	
Number of teachers who have attended a Normal School		3,805
Increase for the year	220	
Number of teachers who have attended a County Model School in 1900		1,004
Average annual salary of male teachers in Public Schools		$394
Decrease for the year	$2	
Average Annual salary of female teachers in Public Schools		$294
Decrease for the year	$1	

**Secondary Schools.*

Number of High Schools (including 37 Collegiate Institutes)		130
Number of teachers in High Schools		568
Decrease for the year	3	
Number of pupils in High Schools		22 460
Decrease for the year	841	
Amount expended for High School teachers' salaries		$528,611
" " " houses (sites and buildings)		$43 213
" all other High School purposes		$150 412
Total amount expended on High Schools		$722,239

* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

I.—PUBLIC SCHOOLS.

I—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is as follows :

Year.	School age.	School Population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of registered pupils.	Average attendance.	Percentage of average attendance to total number attending school.
1867	5—16	447,726	.....	*380,511	†21,132	401,643	163,974	41
1872	5—16	495,756	.....	*433,664	†20,998	454,662	188,701	42
1877	5—16	494,804	1,430	488,553	877	490,860	217,184	44
1882	5—16	483,817	1,352	469,751	409	471,512	214,176	45
1887	5—21	611,212	1,569	491,242	401	493,212	245,152	50
1892	5—21	595,238	1,636	483,643	391	485,670	253,830	52
1897	5—21	590,055	1,385	481,120	272	482,777	273,554	56
1898	5—21	591,300	1,387	476,584	223	478,194	273,451	57
1899	5—21	586,350	1,246	469,637	140	471,023	269,092	57

* 5—16 † Other ages.

Note.—This Report (for purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools) includes R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

2.—Classification of Pupils.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867 ..	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872 ..	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877 ..	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	226,977	....
1882 ..	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150 989	158,694	209,184	33,926
1887 ..	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,767	570,856	71,525
1892 ..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435 239	334,947	253,956	220,941	294,331	171 594
1897 ..	181,375	91,330	99,682	89.314	21,076	465.525	471,869	448,444	342,189	284,025	233,915	316,787	215,343
1898 ..	179,360	90,624	97,693	89,670	20,847	464 460	469,603	447,813	343,759	284,153	245,370	313,637	219,776
1899 ..	174,442	93,076	97,702	86,500	19,303	462,612	464 820	444,486	331,184	275,520	242,619	306,257	209,187

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926, in 1882, to 209,187, in 1899 Having regard to the great importance of the knowledge of physiology and the injurious effects of alchoholic stimulants on the human system, provision was made by the statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essentia pre-requisite to

their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

Kindergartens.

The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the Province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that in the short space of ten years, 69 Kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age. In 1899 the number of Kindergartens had increased to 119, with 248 teachers, attended by 11,262 pupils under six years of age.

Night Schools.

The whole number of Night Schools aided in 1899, was 16, the number of teachers 37, and the number in attendance 1,026. This number does not include the attendance upon the classes established by Mechanics Institutes and Art Schools.

3. Teachers' Certificates and Salaries.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal Schools.
1867	4,890	2 849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,286	4,465	934	3,643
1898	9,209	2,743	6,466	450	3,456	4,364	939	3,875
1899	9,333	2,713	6,620	524	3,565	4,322	922	3,889

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
	$	$	$	$	$	$	$	$	$
1867	1,350	346	226	261	189	532	243	464	240
1872	1,000	360	228	305	213	628	245	507	216
1877	1,100	398	264	379	251	735	307	583	269
1882	1,100	415	269	385	248	742	331	576	273
1887	1,450	425	292	398	271	832	382	619	289
1892	1,500	421	297	383	269	894	402	648	298
1897	1,500	391	294	347	254	892	425	621	306
1898	1,500	396	293	346	250	888	448	626	291
1899	1,500	394	394	344	251	854	438	617	306

4. Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,640	541,520	27,569	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,680	60,585	887,335	4,215,670	8 73
1898..	367,010	3,537,352	1,315,083	5,219,444	2,914,830	529,508	63,298	885,078	4,392,714	9 19
1899..	374,277	3,509,059	1,319,382	5,202,718	2,951,812	395,325	64,545	960,377	4,372,059	9 28

II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number of studies.							
	Schools open.	Total receipts.	Total expenditure	Teachers.	Pupils.	Reading.	Writing.	Arithmetic	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
		$	$									
1867.	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872..	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877..	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882..	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1897..	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127
1898..	345	389,185	349,481	744	41,667	41,667	41,473	41,396	29,578	24,138	37,345	17,964
1899..	352	401,155	352,012	764	41,796	41,796	41,418	41,484	29,352	27,493	37,572	13,692

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows:

No. 5 Bromley, No. 9 Cambridge, No. 1 Marlboro', No. 6 Plantagenet North, Puslinch, Rama, L'Orignal, Penetanguishene.

They were attended by 441 pupils. The whole amount expended for their maintenance was $3,889. Three teachers held a Second Class, seven a Third Class, and one a Temporary Certificate.

IV.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—Receipts, Expenditure, Attendance, Etc.

The following statistics respecting Hi. h Schools will be found suggestive :

Year.	Schools Open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
			$	$	$	$	$	$			$ c.
1867	103	159	15,605	54,562	134,579	94,820	19,190	124,181	5,696	55	21 80
1872	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26 36
1877	104	280	20,753	78,762	357,521	211,607	51,417	343,710	9,229	56	37 24
1882	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 56
1887	112	398	56,198	91,977	529,323	327,452	73,061	495,612	17,459	59	28 38
1892	128	522	97,275	100,090	793,812	472,029	91,108	696,114	22,837	60	30 48
1897	130	579	110,859	101,250	767,487	532,837	46,627	715,976	24,390	61	29 35
1898	130	571	104,486	100,203	779,451	531,887	52,266	729,009	23,301	60	31 54
1899	130	568	100,308	103,700	777,343	528,614	43,213	722,239	22,460	59	32 15

2.—Classification, Etc.

Year	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887	17,086	17,171	16 649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1898	17 671	22,986	23 067	18,696	11,856	17,751	22,835	16,439	1,409	10,296	5,391	11,375
1899	16,958	22,314	22,194	22,576	12,371	16,720	21,799	15,701	1,340	10,235	5,934	10,376

Year.	Languages.				Drawing.	Vocal Music.	Bookkeeping and commercial transactions.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Matriculated.	Number of school's charging fees.
	Latin	Greek.	French.	German.								
1867	5,171	802	2,164	...	676	.....	1,283	...	.....	..	56	57
1872	3,860	900	2,828	341	2,176	.....	3,127	486	300	213	78	28
1877	4,955	871	3,091	442	3,755	.....	3,621	555	328	564	145	35
1882	4,591	815	5,363	962	3,441	.....	5,642	881	646	751	272	37
1887	5,409	997	6,180	1,550	14,295	1,955	14,064	1,141	882	791	305	58
1892	9,096	1,070	10,398	2,796	16,980	948	16,700	1,111	1,006	398	471	77
1897	16,873	1,421	13,761	5,169	12,252	169	11,647	1,368	1,153	409	652	87
....	19,315	1,436	13,866	6,288	10,947	30	11,026	1,491	1,050	499	837	79
....	19,131	1,176	13,464	5,513	10,240	136	10,625	1,449	944	467	814	84

From a study of these tables, interesting views will be gathered regarding the progress and present condition of our High Schools and Collegiate Institues. Owing to the organization of continuation classes in Public Schools, there has not been much increase of late years in the establishment of additional High Schools. As Continuation Classes are really doing High School work, it may be seen that there is a steady progress in the support given to secondary education. In 1867 only 1,283 pupils, or 23 per cent. of the whole number, studied commercial subjects, such as Bookkeeping. In 1899 this subject was taken up by 10,625 pupils, or 47 per cent. of the total attendance. In 1867, 5,171 pupils, or 90 per cent. studied Latin. In 1899 the number taking Latin was 19,131, or about 85 per cent. In 1867, 15 per cent. studied Greek, while in 1899 only 5 per cent. were engaged in studying this subject. In 1867, 38 per cent of pupils studied French, and none studied German. In 1899 the number taking French had increased to 60 per cent., while 25 per cent. were engaged in studying German. The greater attention given to Drawing is also a marked feature of the classification.

When High Schools were first established in the Province, their primary object was to prepare pupils for the learned professions, and especially for the University. Although their original purpose has not been ignored, the course of study has been enlarged so as to meet the aims of pupils who intend to follow the ordinary pursuits of life. It is in the High Schools that most students who desire tobecome Public School teachers receive their non-professional training. This is a valuable function of those institutions, and one that has done much to commend them to the general public. Many young men also who intend to follow mechanical pursuits, or prepare themselves for mercantile life, or for agriculture, take advantage of the High Schools. The superior culture which is thus received, proves a valuable investment. In 1872 the number of High School pupils entering mercantile life was 486. In 1899 the number had increased to 1449. In 1872, 300 pupils left the High School for agricultural pursuits, and the number in 1899 had reached 944.

The following table will be of interest regarding the occupations of parents of High School pupils.

Agricultural	7,320
Commercial	6,493
Mechanical	6,237
Professional	2,410

V.—DEPARTMENTAL EXAMINATIONS, ETC.

1. Entrance Examinations, 1877 1900.

Year.	No. of candidates examined.	No. of candidates who passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1898	16,861	9,611
1899	16,309	10,604
1900	16,416	9,574

2 Non Professional and Matriculation Examinations, 1900

	High School Entrance.	Part I, Junior Leaving or Public School Leaving.	Part II, Junior Leaving.	Part I, Junior Matriculation.	Part II, Junior Matriculation.	Part I, Senior Leaving or Honor Matriculation.	Part II, Senior Leaving or Honor Matriculation.	Commercial Diploma, Part II.	Commercial Specialist.	Domestic Science.
No. of candidates	16,416	6,489	2,224	1,504	610	426	408	142	13	9
No. who passed	9,574	4,101	1,506	1,178	380	299	307	45	2	6
No. of appeals	.....	96	123	14	33	28	28	....	4	....
Appeals sustained	.....	55	47	2	9	9	5	....	1	....

3. Professional Examinations, 1900.

	Kindergarten Assistants.	Kindergarten Directors.	Co. Model Schools.	Normal Schools.	Normal College.
No. of candidates	71	44	1,045	636	183
No. who passed	32	37	1,004	631	162
No. of appeals	5	1	.....	.....	7
Appeals sustained	3	.....	.....	.....	3

4 Table Showing the Number of Teachers-in-Training at County Model Schools, Normal College, Provincial Normal Schools, Etc.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers in training.	No. that passed final examination	No. of teachers.	No. of students.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools and Kindergarten pupils.	Expenditure, Normal and Model Schools.
						$ c.					$ c.	$ c.
1877	50	1,146	1,124	.....	....	.....	13	257	8	643	7,909 22	25,780 88
1882	46	882	837	.....	.....	.....	16	260	15	799	13,783 50	44,888 02
1887	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40,188 66
1892	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12
1897	60	1,645	1,384	12	180	4,374 00	13	447	23	832	18,797 59	46,390 91
1898	60	1,288	1,166	12	176	2 600 00	10	458	24	858	20,587 41	46,949 63
1899	59	1,031	978	12	148	1,845 00	10	478	25	863	19,903 00	46,835 03
1900	55	1,045	1,004	12	144	1,730 00	16	637	26	893	19,416 00	56,556 99

5. Examination Papers Issued by the Department in 1900

	Sets.	Papers.
High School Entrance	25,000	277,000
Part I. Junior Leaving or Public School Leaving	10 000	50,000
Part I. Junior Matriculation	3,750	15,200

	Sets.	Papers.
Part II. Junior Leaving and Part II. Junior Matriculation	5,000	95,000
Senior Leaving or Honor Matriculation	3,000	60,000
Commercial Diploma	800	3,200
Commercial Specialist	750	5,400
Kindergarten	750	8,000
Art School	....	9 600
Domestic Science	250	1,250
Normal College	750	12 000
Normal School	1,500	10,650
County Model School	2,750	16,500
Total	54,300	563,800

VI.—TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-two years.

Year.	No. of Teachers' Institutes.	No. of members.	No. of teachers in the Province.	Receipts. Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Expenditure. Amount paid for libraries.	Total amount paid.
				$ c.		$ c.	$ c.	c.	$ c.
1877	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	....	1,127 63
1882	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887	66	6,781	7,594	1 800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1898	75	8,238	9,209	2,650 00	1,857 50	876 25	12,629 49	1,526 84	6,730 60
1899	76	8,309	9,333	2,425 00	1,922 35	952 60	12,583 67	1,322 41	6,555 75

VII. TECHNICAL EDUCATION.—PUBLIC LIBRARIES, ART SCHOOLS, SCIENTIFIC INSTITUTIONS, ETC.

In consequence of a change in the Act and regulations Requiring Annual Reports from Public Libraries to be made out to the end of each calendar year, instead of 30th April as formerly, the present Report is for eight months only—April 30th to December 31st, 1899.

The following abstracts are from the Superintendent's Report:

1. Public Libraries.

Abstract showing the Counties and Districts in which Public Libraries are established:—Addington (5), Algoma (11), Brant (6), Bruce (22), Carleton (9) Dufferin (10), Dundas (8), Durham (4), Elgin (10), Essex (8), Frontenac (3), Glengarry (2), Grenville (9), Grey (16), Haliburton (2), Haldimand (10), Halton (5), Hastings (5), Huron (15), Kent (13), Lambton (13), Lanark (8), Leeds (4), Lennox (3), Lincoln (7) Manitoulin Island (2), Middlesex (11), Muskoka (4), Nipissing (5), Norfolk (5), Northumberland (8), Ontario (13), Oxford (12), Parry Sound (10), Peel (13), Perth (9), Peterborough (4), Prescott (1), Prince Edward (2), Rainy River (2), Renfrew (9), Russell (2), Stormont (2), Simcoe (16), Victoria (12), Waterloo (14), Welland (9), Wellington (16), Wentworth (8), York (21).

Abstract showing the Progress of Public Libraries from 1883 to 31st December, 1899.

Year.	Institutes reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspaper and periodicals.	Number of volumes in libraries.	Number of volumes issued	Total receipts.		Total assets.	
									$	c.	$	c.
1883....(April)....	93	13,672	28	1,758	59	1,540	154,093	251,920	59,716	00	225,190	00
1888.... "	167	32,016	41	1,102	104	3,041	311,048	744,466	103	843 68	403,573	75
1893.... "	255	84,088	41	1,117	156	4,745	510,326	1,415,867	160,556	26	685,412	17
1898.... "	347	111,208	2	79	200	5,834	789,082	2,358,140	188,783	21	870,167	54
1899.... "	364	121,397	2	35	200	5,839	862,047	2,547,131	193,421	20	935,975	81
1899. (December).	371	129,713	2	47	188	5,773	918,022	2,042,904	178,642	87	966,667	38

371 Public Libraries (118 Free, 253 not Free) reported for the year ending 31st December, 1899.

23 Public Libraries did not report for the year ending 31st December, 1899.

24 Libraries, which have not yet reported, were established in the year 1900.

Total number of Libraries, 418.

2. Art Schools, etc.

The following Abstract shows the number of certificates and medals awarded to Art Schools, Ladies' Colleges, etc., for drawing, painting, etc., at intervals since 1883

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced Art Course.		Mechanical Art Course.		Industrial Art Course.	Extra subjects.	Departmental medals, etc.			
		Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Painting, modelling, wood carving, etc.	Gold medals	Silver medals.	Bronze medals.	Special certificates.
1883.....	1	124	.....	31	.....	1	....	.....	.....	...	....	1	.....	.....
1888.....	57	2,979	133	151	9	50	2	24	108	1	1	4	1
1893.....	85	4,753	220	301	13	139	10	11	165	1	16	11	21
1898.....	55	3 166	149	540	18	42	....	30	171	1	2	11	14
1899.....	62	3,993	160	499	22	75	.....	42	154	1	3	10	14
1900.....	47	3,130	130	367	17	53	.....	43	156	1	3	13	17

Fine Arts Exhibitions.—An exhibition of students' work, and paintings from the Provincial Art Gallery, was held at Hamilton in July, 1900. An exhibition of drawings and paintings from South Kensington, and the paintings from the Provincial Art Gallery, was held at Ottawa in September, 1900.

Ontario Society of Artists.—This Society, having complied with the regulations of this Department, was paid its annual grant as usual.

3.—Literary and Scientific Institutions.

Nine Literary and Scientific Institutions were paid grants for the year ending 30th April, 1900. All of these have libraries and some of them have museums, publish annual transactions, and give popular lectures on science, literature and art.

GENERAL REMARKS.

I. RURAL SCHOOLS.

The Rural School problem is one not confined to Ontario. The tendency of the population to move to cities and towns from country districts, appears to be general at the present day. It is due no doubt to great economic causes. The increased application of skilled labor to various pursuits, has lessened the number needed on the farm. This is especially the case in old districts, where clearing the land, lumbering, making fences, and the digging of drains, no longer call for so much labor as formerly. There is more demand for machinery; and operations once carried on in small villages and at "Cross Roads" are now attended to in the city factories. The population has, as a consequence, decreased in country districts, and a decreased attendance is found in rural schools. The children are generally young, and it is seldom that grown-up pupils return in such large numbers as years ago to the school for the winter months. These conditions have doubtless some disadvantages, although there are counteracting gains in the superior training given to young pupils. As in the other Provinces of Canada as well as in every State of the American Union, there has been a large increase in the proportion of women teachers. For young pupils, such as are generally found in rural schools, the change is beneficial. It would be a misfortune if the claims of the advanced pupils of country schools should be neglected. For a school with an experienced teacher, the well-known difficulties may be readily met. A skillful teacher will have less difficulty in "handling" a number of classes; indeed, the knowledge necessary for a country teacher in matters of classification and organization must necessarily be of a special character. One who is able to look after the interests of all grades of pupils in an ungraded school, has special fitness for the work.

The teacher of a rural school has good facilities for training pupils in habits of observation. Attention to "Nature Study" should always be a prominent feature of the programme in rural schools. In this respect children who reside in the country have excellent opportunities and if their powers of observation and reflection are wisely directed by an intelligent teacher, very great advantages must be the result. It should never be forgotten that the best physical laboratory is the well regulated farm. Here the children study nature at first hand. They are taught to observe the growth and life of plants and animals. They learn manual training at home. Here they may breath pure air and become familiar with the beauties and wonders of the world of nature. The country also presents in many respects special means for the formation of character. The disadvantages of ungraded schools are evident, but they may be partly met by (1) the formation of rural school libraries, (2) the employment of teachers of higher qualifications and (3) the consolidation of school sections.

In rural schools geography may be made one of the most valuable subjects of study. For pupils in elementary classes, a knowledge of the earth and what pertains to it is generally very attractive. All those sub-departments of natural science which come within the range of the child's observation should engage his attention. To confine early instruction in natural science to one or two sub-departments is now regarded by education

ists as unsound. Children are readily interested in the various natural phenomena of their surroundings and attention should early in life be directed to whatever of an elementary nature pertains to botany, chemistry, physics, physiology, zoology, meteorology, geology, etc. As a distinguished educationist remarks: "The co-ordination of the elements of these several sciences found in the experience of the child is a first step towards science and the pupil who has taken his first lesson in this direction has acquired in some feeble way a scientific habit of mind which will, in anyone happily constituted, exercise its influence over all his future mental growth."

The statement is sometimes made that Agriculture cannot be taught in our rural schools. This opinion is largely due to a mis-conception regarding the kind of knowledge which lies at the basis of the study of Agriculture. The farmer is specially interested in "nature study," and a teacher in a rural school who is giving instruction in elementary natural science is in reality beginning the study of agriculture. In this connection the opinions of Dr. W. T. Harris, United States Commissioner of Education, are worth quoting: "Of course, in giving this human lesson in the study of geography, one draws upon the elements of many other sciences, as, for instance, the various social sciences explaining man's progress in agriculture, mining, manufactures, and commerce; explaining the political differences that show themselves in the formation of the nations of the world which vary each from another in the degree in which they have realized individual freedom of the citizen, and in the creation of instrumentalities for giving all the people the opportunities of education in science, literature and the arts. Besides these tributary sciences there are others: the science of comparative religion and comparative aesthetics of fine arts, and the history of the progress of men in four or five grades of civilization—savage, barbarous, half-civilized, civilized and enlightened, for example. In general, geography treats, in this phase, of the institutions of society by which the social whole is made to help the individual, and the indvidual made in turn to help all his fellow-men by means of the organized institutions in which he lives.

"Every child holds in his consciousness some elements out of all these spiritual sciences, from jurisprudence down to the simplest arts of the savage, and the great work accomplished by the elementary school in the study of geography is this: It marshals the child's experience along each of the lines of the sciences of nature and the sciences of man (as society and individual), and makes him conscious of these apperceptive centres in his experience, and likewise gives him the outlines of the great provinces of human knowledge, to which these serve as keys. It is true that he does little more than apply his key and open the door, without advancing far beyond the threshold. But ever after he remembers, in relation to some or any of his experiences, that one of them unlocks the door which leads into mineralogy, geology, botany, physiology, or meteorology; or, again, another experience explains for him the social combination of man in productive industry in some one department; or to the law-making and political activity of man, by which he organizes society in such a way that each individual receives freedom as his heritage; or another experience applies to religion and literature, and the fine arts. What a difference it makes to the child to know that each fact of his humble experience is given him as a key to unlock some particular door leading into the great temple of human knowledge?

"It will have struck all observers of school studies and practical devices for teaching

them that the child does not deal to any great extent with pure and simple sciences, although he has to do with pure and simple elements. He passes from one simple element derived from one science to another simple element derived from a different science, but not straight forward on the same road of investigation. All his studies are composite. He learns a lesson in addition, or multiplication, or some other elementary process of arithmetic, and then he proceeds with it at once to applications which involve the combination of the arithmetical contingent with another contingent taken from geography, or history, or from one of the industries, such as manufactures or commerce, mining or agriculture.

"It was pointed out in the report of the Committee of Fifteen that geography, one of the most important of all branches taught in the common schools, is a composite science, or a conglomerate of several sciences united with several arts. Instead of being a defect, this is a most important advantage to an elementary school study, provided the fragments of science brought together are such as may be easily grounded in the child's experience. The child of the primary school has not built up his apperception centres such a degree as to follow pure science, nor can he be taught the methods of advanced and specialized science at his age without injury. Those authorities that are recommending the early introduction of specialization and advanced scientific methods do not consider that they are trying to demolish at one blow all that has been learned with regard to the methods of instruction in elementary schools, for they sacrifice the many-sided interest which is necessary for the best progress of the pupil. The child of four or five years of age has many interests, but he has no great stock of accumulations in any one direction. The good primary teacher ascertains these various elements of interest and brings them up into consciousness and skilfully combines these isolated elements. Each lesson should bring the child's mind from these elements of his experience toward the seizing of some phase of an abstract scientific principle. If, however, the line of investigation which approaches a scientific principle is to be followed indefinitely, the second or third step would bring the pupil into a region entirely beyond his experience, and it would not be possible for the teacher to retain his interest. Like Antæus, the child's mind must be brought down and made to touch the ground of his experience again and again at every step, and this has to be done in many sciences rather than in the same science. But the child whose experience has been marshalled by the skillful teacher and made conscious, the child who has learned how to apply his experience as a key to the explanation of things just beyond the range of his immediate experience, is a child who has gained in power of apperception and who has taken the first essential step toward attaining a scientific mind."

Respecting the study of agriculture, Dr. C. R. Skinner, the New York State Superintendent of Education, remarks as follows :

"I have no desire to encourage the introduction of fads or doubtful experiments in our schools—they usually need little encouragement—but I wish to repeat a recommendation made in my report of 1896, that local school authorities may well encourage, wherever practical the study of the elementary principles of agriculture. In this way we can do something to make 'life on the farm' more attractive and more profitable, and may in some degree counteract the constant tendency to overcrowd our cities and weaken our country districts, a condition which must inevitably produce unsatisfactory results.

"If agricultural pursuits could be made more attractive, our boys would be contented to remain longer on the farm. The study of agriculture, with all the attendent experiments, could be made highly interesting and would give our children an inspiration. The country boy has many opportunities for the study of nature and all that it implies, which are denied the children of the cities. The country boy, almost before he is aware of the fact, has a pretty fair knowledge of botany, geology, biology and zoology. His knowledge of plants, trees, animals and rocks is the basis for a useful education."

It will also be well to quote in this connection the views of the French Minister of Public Instruction.

"Elementary instruction in agriculture should be addressed less to the memory than to the intelligence of the children; it should be based on the observation of daily facts in country life and on simple experiments, applying material resources at hand, and designed to prove the scientific fundamental ideas of the most important agricultural operations. Children in rural schools should learn, above all things else, the reason of these operations, with an explanation of the accompanying phenomena, and not the details of the methods or effects; still less a list of precepts, definitions, or agricultural recipes. The important thing for every agriculturalist to learn, things that must be learned by the experimental method, are the conditions essential for the growth of garden vegetables, the reasons for habitual work in common farming, the rules of hygiene governing man and the domestic animals.

"No matter how well a manual may be, a teacher would pursue a wrong course in the instruction of agriculture if he were to require his pupils to study and recite from the text book. It is positively necessary to instruct by simple experiments, and above all by observation. It is only by placing phenomena directly before them for observation that children can be taught to observe and fix in their minds the fundamental ideas on which modern agricultural science rests; children in the country are dependent upon schools for these ideas. It is useless to teach pupils what their fathers know better than the teacher and what they are sure to learn by their own practical experience.

"Schools should confine themselves to preparing children for an intelligent apprenticeship in the calling that will yield them a livelihood and to cultivating in them a taste for their future profession. A teacher should never forget that the best way to make a workman love his work is to make him understand it. The end to be attained by elementary instruction in agriculture is to give the greatest number of children in rural districts the knowledge indispensable for reading a book on modern agriculture, or attending an agricultural meeting with profit; to inspire them with love of country life and the desire not to change it for the city or manufactories, and to inculcate the truth that the agricultural profession, the most independent of all, is more remunerative than many others for industrious, intelligent, and well-instructed followers."

II.—CONSOLIDATION OF SCHOOL SECTIONS.

One of the chief defects of rural schools is the impossibility of that classification and organization of pupils which pertain to urban schools. To overcome the difficulty, successful efforts have been made in many States of the American Union towards the consolidation of a number of districts. With township Boards of Trustees which prevail generally in the Eastren States, facilities for uniting the schools are ready at hand. The plan is to

have one central school in the principal town of the municipality, the pupils from the more distant portions being conveyed to and from the school at the expense of the Board. This system was started in Concord, Mass., some years ago ; was extended to nearly all parts of the State, and is now common in all the Eastern States, and has gained evidently a permanent hold also in the Western States. By this method better teachers are secured, a better classification of pupils and greater uniformity of school rates. It is not necessary here to mention at length the advantages and disadvantages connected with this method of providing graded schools. It is sufficient merely to say that wherever the consolidation of school districts has taken place, there is no desire to revert to the former conditions. The pupils like the system, and it receives universal favour among teachers. Wherever adopted it has gained the favour of the parents and is regarded by those who have studied it and understand its workings, as the most practical advance in methods of rural education. The cost of tuition is reported in many cases to have been considerably reduced, although the instruction received is of much higher order than in ungraded schools.

The amendment made in 1899 to the Public Schools Act made some provision for consolidating sections in the sparsely settled portions of the Province. So far no successful efforts have been made to take advantage of the law. Section 20 of the Public Schools Act of 1896 makes provision by which a school section may, under certain conditions have the children attend a school in an adjoining city or town. There is no reason why this provision might not be extended also to villages. So far there has been only one instance of advantage being taken of this section of the School Law. The present law pertaining to Continuation Classes goes a step further and allows school corporations whether Public or Separate to unite in forming Continuation Classes. It is quite probable that the most prudent steps towards consolidation for this Province would be for school sections in the neighbourhood of a town or village to unite, in the first place so far as concerns Continuation Classes, and, in the second place, for all classes of pupils. There is no reason why all the schools in the immediate vicinity of any of our villages and towns might not unite and accomplish what has been accomplished with so much advantage in many parts of the United States. If some Trustee Boards would take the initiative in this direction, it is most probable that results would follow which would soon revolutionize the work done in many rural schools.

It will be of interest to observe how the plan of consolidating school districts has worked in other places. The following from the report of the U.S. Commissioner of Education will show the results in the State of Ohio :

" The experiment was watched with much interest by educators, and those interested in education, throughout Ohio. Some thought the plan impracticable, others championed it with ardor. The latter looked upon it as the most practicable and economical solution of the vexed 'country school problem.' This was specially true among educators of neighbouring townships and counties. They saw realized in this plan their hope of giving to the country pupil all the advantages of education which the city boy or girl enjoys, and they urged the adoption of the plan in the localities in which they taught schools. Accordingly, two years later, a more general law was passed, which provided for the extension of the ' Kingsville plan ' to other townships. It has also been adopted in town-

ships in New York, Pennsylvania, West Virginia, Kentucky and other States of the West, since its trial in Kingsville, Ohio.

"The residents of the sub-districts of Kingsville Township which have adopted this plan, would deem it retrogression to go back to the old sub-district plan. It has given the school system of Kingsville an individuality which makes it unique and progressive. Pupils from every part of the township enjoy a graded school education, whether they live in the most remote corner of the township or at the very doors of the central school. The line between the country-bred and village-bred youth is blotted out. They study the same books, are competitors for the same honours, and engage in the same sports and pastimes. This mingling of the pupils from the sub-districts and the village has had a deepening and broadening influence upon the former, without any disadvantage to the latter. With the grading of the school and the larger number of pupils have come teachers of a more highly educated class. Higher branches of study are taught, the teachers are more conversant with the needs of their profession. The salaries are larger, the health of the pupils is preserved, because they are not compelled to walk to school in slush, snow or rain, to sit with damp and perhaps wet feet, in ill-ventilated buildings. Nor is there any lounging by the wayside. As the use of indecent and obscene language is prohibited in the wagons, all opportunities for quarreling or for improper conduct on the way to and from school are removed. The attendance is larger, and in the sub-districts which have taken advantage of the plan it has increased from 50 to 150 per cent. in some cases; truancy is unknown. It has lengthened the school year for a number of the sub-districts; it has increased the demand for farms in those sub-districts which have adopted the plan, and real estate therein is reported more saleable. The drivers act as daily mail carriers. All parts of the township have been brought into closer touch and sympathy.

"The cost of maintenance is less than that of the schools under the sub-district plan; the township has had no schoolhouses to build; it has paid less for repair and fuel. Since the schools were consolidated the incidental expenses have decreased from $800 to $1,100 per year, to from $400 to $600 per year. In the first three years following its adoption Kingsville Township has actually saved $1,000.

"State Commissioner of Public Schools, O. T. Corson, in his forty-third annual report to the governor of Ohio, referring to the Kingsville experiment, states that 'the expense of schooling the children has been reduced nearly one-half, the daily attendance has been very largely increased, and the quality of the work done has been greatly improved.' Prof. J. R. Adams, superintendent of schools of Madison Township, Lake County, says that 'under the new plan the cost of tuition per pupil, on the basis of total enrollment, has been reduced from $16.00 to $10.48; on the basis of average daily attendance, from $26.66 to $16.07. The total expense will be about the same in this district as under the old plan, but the cost per pupil will be much less.' This is because the school attendance has increased in Madison Township from 217 to 300 pupils, since the plan went into operation.

"In the townships where the 'Kingsville plan' has been adopted it has met with general favour, and has received the warmest support of educators, who regard it as a long step forward toward placing the country schools upon a higher plane of efficiency. Superintendent Adams, referred to above, writes: 'A trial of this plan of consolidating

our schools has satisfied me that it is a step in the direction toward whatever advantages a well-graded and well-classified school of three or four teachers has over a school of one teacher with five or eight grades. I am more thoroughly convinced than ever that centralization is the true solution of the country school problem.' Prof. F. E. Morrison, to whom its adoption by the board of education in Kingsville Township was in a great measure due, speaks of it as 'a system of education superior to any in the State of Ohio, and one which is to be the system of the future.' And in the forty-fifth report to the governor of Ohio, State Commissioner O. T. Corson, referring to the 'Kingsville plan,' says: 'I anticipate none the less an increasing tendency in all parts of the State, year by year, to make the law serviceable in reducing school expenses, and in extending the benign influence of well-graded instruction. Incidental to the operation of this law, township high schools will be established, township libraries will be built up, and possibly it is no idle hope that the same wagons that carry the children to and from school may also carry, under Government contract, the mails, and distribute them free to our farming communities.'"

III.—SCHOOL LIBRARIES.

In a few rural schools, Libraries have been established by the trustees; but it is to be regretted that very little has yet been accomplished in this direction. Trustees are only beginning to be alive to the necessity of supplying good reading matter for the pupils attending the Public Schools. Doubtless great advantages have resulted from the establishment of Public Libraries, but it is only in urban municipalities that the benefits from them are received. The needs of children do not, however, receive first consideration. To spend largely in getting books for a Public Library is praiseworthy. It would be more gratifying, however, if more liberality were shown in providing books accessible to children. If the pupils of our schools are to have the right kind of direction, opportunities should be given them to obtain books from the school library. It is not enough for children to be guarded from the evils of bad literature. They should receive wise counsel respecting the most desirable books to read. An important function of the school is to train the reading habits of the pupils. Where so many books are available, only the best should be placed in the hands of children. They should not be allowed to select for themselves; and if they are dependent upon parents, the matter may be seriously neglected. It should never be forgotten that the boy or girl who leaves the school with a taste for good reading has received the most important part of an education. There is too much attention given, even by grown-up people, to light literature. Unless the love for good reading is gained while at school, fiction, and that not of the highest order, will continue to engage chief attention. If each rural School Board expended a small sum every year for good books, in a short time a very fair school library would be established. It is not necessary to have great variety in the books selected. The object should be to place in the hands of pupils the master pieces of English literature. The dullness so often attributed to country life might be very much lessened if more time were given to judicious reading. In cities and towns where Public Libraries are available, the needs of the pupils may not be so great. It cannot be denied, however, that the money expended for school libraries, including that for supplementary reading, secures advantages largely in excess of what are derived from ordinary Public Libraries.

By the formation of travelling libraries much may be done for the adult part of the population in the more remote districts. It is earnestly to be hoped that the trustees of many a rural school may take advantage of their powers and provide for the section the nucleus of a small school library. By the enterprise of teachers and Inspectors, progress has already been made in some localities, but it is to be regretted that the needs of children in country districts have not yet received full recognition.

In High Schools and Collegiate Institutes, much has already been accomplished in promoting supplementary reading. Under the direction of the Principal, a judicious selection of standard works is made by the Board. In some places good use is made of the Public Library, and it would be desirable if greater facilities were provided by which High and Public School pupils might have access to suitable works from the Libraries. In many cities and towns of the United States the Public Library is managed so as to become an important aid to the teachers of English literature. Frequently the schools are made regular distributing centres for the Public Library. In the High Schools and in the higher grades of the public schools it may frequently be impossible to do in the schools all their reading outlined by the teachers. By having each member of the class supplied with a copy of the book, the reading can be done at home in place of what is often done now without proper direction. Home work of this kind might very well take the place of the difficult lessons too often assigned for home preparation. Another advantage which will doubtless result by encouraging pupils to read good books at home is the greater interest taken by parents in the education of their children. It is to be hoped that the time is not distant when every School Board will have enough sets of the best books to furnish pupils practically all of the home reading that can be done in connection with the ordinary duties of the school. It is evident valuable results may be accomplished if School Boards, Library Boards, and teachers co-operate in promoting what is after all one of the most important objects of our educational system. It should never be forgotten that it is more important to form the habits and tastes of children, than to give them information which may possibly be forgotten after leaving school.

On the question of supplementary reading one of the leading librarians of Boston remarks :—

"Books for general reading, to be used for the purpose just named, should, when possible, be furnished in sets, the number of volumes in a set being equal to the number of pupils in the class. These books should be well written, have a high moral purpose, and be of such a character as to interest the pupils for whom they are intended. They should be books of travel, biographies of famous men and women, historical stories, and works of fiction suited to the age and intellectual growth of the pupils. In the selection of books, it should be borne in mind that with parents or with teachers children will read and will enjoy books of a much higher grade than they would be likely to select for their own reading. Boys and girls of twelve or fourteen years of age, whose tastes have had no special training, will listen with eagerness to Thackeray, Dickens, and Scott, to Longfellow, Holmes, and Tennyson, if a mother or some favorite teacher reads aloud to them. Care must be taken, however, that the reading matter be suited to the age and advancement of the pupils, for much of the reading should be done by themselves. The reading from the large sets of books just described should be done by the pupils at home.

A chapter or a given number of pages should be assigned by the teacher, to be read by the children as an evening lesson. The teacher must prepare his work as carefully as the work on any evening lesson should be prepared. Notes should be taken of points worthy of being described. In short, such preparation by the teacher should be made as will enable him to call the attention of his pupils to what is likely to interest or instruct."

On the formation of rural school libraries the views given in the last report of the New York State Superintendent will be of interest :—

"Each rural school should have a library of from twenty-five to a hundred volumes, which should include wholesome and interesting books for the pupils of all the grades. A library must usually grow by small annual or occasional accretions. It is important to secure the best books in the first purchase, so that the good results of their use may be quickly apparent. The child must get the reading habit before he gets the study habit, and if the teacher must choose for the first purchase between a few entertaining and inspiring stories, like Black Beauty, and a few books of information, like the children's cyclopaedias, she should choose the former. When the children and parents have fairly grasped the idea that books are a means of pleasure, and inspire to better living, the library will grow. The wholesome books that are read for pleasure will procure the means to buy the books of information. .

"The teacher who would secure a school library should, therefore, know and love the children's classics. If she does not know them, she must learn of them through other teachers, librarians, county superintendents, state departments of education, or educational journals. When she has read the best of the books, she will find herself eager to have others enjoy them. Enthusiasm for books is the foundation of success. Enthusiasm begets enthusiasm. I have heard that 'this is a good book' goes unheeded, when 'this is a delightful book,' given convincingly, inspires the pupil to get and read.

"When the teacher knows and loves the best books, she should find means to get one or more of them, and use them to show pupils and parents that good books give pleasure, inspiration to better living, and broaden the school work. Through doing this she would find the means to get more books."

The following practical suggestions from a librarian of Denver, Colo., regarding the use of libraries by teachers are worth quoting : —

"But how shall this training be given, is the question? How shall be bring the child in touch with good books? Our experience in District No. 17, Denver, leads us to believe that each schoolroom should have its library. We have found that a collection of fifty books in a room, chosen with reference to the age and ability of the pupils in that room, is the most satisfactory means of forming a taste for good literature. We have tried other methods—the central library, the library in the principal's office, and the plan of moving books from one room to another. The room library—that is, a certain number of books which are the permanent property of the room—has proved the best, because it acts as a training school for the use of a larger public library. We favour the room library for the purpose of getting the little folks accustomed to the use of the books, and for the immediate use of the pupils in the upper grades. The more expensive books which cannot be afforded for each room are kept in the principal's office. Thus the pupils are led to the public library, for the use of which these small collections have well trained them. That this room-library plan increases the demand for books from

the public library has been demonstrated to us by the greater number of cards now held by the pupils.

"Beginning with the second grade, each room in the district has its own collection of books, which remain there from year to year. As the children go from grade to grade they are each year brought in contact with another set of books new to them. Instead of moving the books, we move the children. Each room has its reference books and its books for lending. When not in use, these books are on a table or on shelves accessible to the children at all times. The pupil thus becomes acquainted with the books, and feels a personal pride of ownership, and the close contact of the child with the books teaches him to love and respect them. He becomes interested in reading and familiar with his own small library."

IV. PHYSIOLOGY AND TEMPERANCE.

Discussions have taken place within the last year respecting the requirements prescribed for the Public Schools in "Physiology and Temperance." Some desire has been expressed in favour of having the course modified and removed from the subjects of examination for admission to High Schools. Such proposals deal with two very important aspects of the matter, and it would be well in any consideration given to the subject to avoid all confusion. It would be useless for anyone to attempt to minimize the evils of intemperance, and, therefore, any step which would cause less attention to be given in our schools to the injurious effects of alcoholic stimulants should be taken with extreme caution. In all civilized countries public sentiment is strongly in favour of guarding children, by judicious instruction, from the dangers of intemperance, which is one of the greatest evils that can afflict any people. Provision was made by statute in 1886 for placing temperance as one of the subjects on the course of study for Public Schools. Under regulations of the Education Department, instruction was also provided for teachers in training at County Model Schools, and at the Normal Schools. To pass an examination in this subject is now an essential pre-requisite for obtaining a certificate to teach. Every pupil attending our Public Schools must receive in the early part of the course instruction of a conversational character upon the physical effects of intoxicating liquors. In the fourth form of the Public Schools, increased importance is attached to "Physiology and Temperance" by requiring every pupil who writes at the High School entrance examination to pass an examination in the subject. It is held by some persons that greater facilities should be provided for enabling pupils from the Public Schools to commence the High School course at an earlier age. On the other hand, a great many contend, and with much force of argument, that the affect of the High School entrance examination on the Public Schools must have prior consideration in any modification that is to be made. It would not be wise in the interests of the youth of our country to overlook the dangers that would arise if any barrier to intemperate habits were removed. There may be differences of opinion among our citizens respecting the best legislative methods of destroying the palpable evils of intemperance. There will, I think, be a general concurrence in favour of saving children, so far as possible, from the formation of habits so destructive to the happiness of the home and the happiness and prosperity of the individual and community. Any modification of the policy heretofore pursued should, I think, have fully in view the interests of temperance. Any change made in

this direction should be based on sound educational principles. All will admit that the moral aspect of the question should receive first consideration. It will not be out of place to quote the views of several American educationalists regarding the scientific teaching of temperance in the schools of the United States:—

"The subject of physiology and hygiene, with special reference to the effects of alcohol and narcotics, receives special attention in the new course of study.

The teachers of Nebraska are heartily in sympathy with the spirit of the law, providing for such instruction. Whenever such teaching is neglected, it has usually been due to a lack of definite outlines and directions. Great care has been taken to supply this need in the new course."—*H. R. Corbett, Nebraska State Superintendent.*

"That the law providing for regular and systematic instruction in physiology with special reference to the effect of stimulants and narcotics upon the human system has been generally observed, is evidenced by the fact that but one complaint has been made to the department during the past year. It is nevertheless true that in many districts it is honored more in the breach than in the observance. The attention of teachers is called to their duties in the matter at institutes and summer training schools and in teachers' associations and examinations held by county superintendents. Most of them are in cordial sympathy with the object of the law, and enter into the work with alacrity and a sincere desire to carry out its provisions conscientiously and faithfully. Much good has already been done, and there is apparently no opposition to it."—*W. W. Pendergast, Minnesota State Superintendent.*

"Every county superintendent reports that in the county institute he gave the subject the consideration which the law requires. The secretaries for the different school boards report that the law is generally complied with in the graded schools of the State, as well as in all the schools in the country districts.

"As far as the letter of the law is concerned there is a general compliance with its provisions. Not that there are no exceptions. There are some districts in which the most conscientious teacher, owing to complications beyond her control, finds it difficult to decide what course should be pursued. In regard to what precise method the teacher is to employ, the law is silent, as it should be. The term scientific temperance instruction is misleading. The aim should not be alone to implant in the mind of the child a vivid idea of the evils of intemperance, lest that which we hold up as a warning may become, first, an impression, and afterwards a hideous growth. There must be something more than this.

"The chief aim in temperance instruction should be to convince the child that the only path to happiness or success lies through a life of temperance and sobriety. A high ideal of a noble life, like a beautiful picture on the wall of a room, is an ever-present, all powerful influence for good.

"The law itself is one in which the spirit far over-shadows the letter. Unless the instruction given reaches the heart and convinces the judgment, it fails of its purpose. The boy is not greatly benefitted by the instruction given in the school, if, after reciting his lesson upon the ruinous effects of tobacco upon his system, and perhaps before he leaves the schoolhouse yard, he lights his cigarette and smokes it on his way home.

"This law, as well as the one forbidding the sale of tobacco to minors under 16, is very wholesome in its tendency. Such laws, however, add new and grave responsibili-

ties to the teacher's office. That some teachers fail to appreciate this is due simply to human nature. That others fail to appreciate the fact that precept is futile when not supported by practice is pitiable. On the whole, we believe the teachers in our schools are anxious to do their duty in observing this law. If parents, in many cases, were as watchful as the teachers, and as willing to make sacrifices, if necessary, in order that their children might be taught habits of soberness and temperance, the work of temperance instruction would be much more effective."—*Henry Sabin, Iowa State Superintendent.*

"The legislature of 1896 amended the act of 1895 providing for instruction 'in the nature of alcoholic drinks and other narcotics' for four lessons per week for ten weeks in each year, by reducing the amount of instruction to three lessons per week for ten weeks 'or its equivalent.' By this amendment, thirty lessons given during a school year comply with the requirements of the law. The State superintendent of public instruction is required by the act of 1896 to include in his annual report a statement showing every school, city or district, which has failed to comply with all the provisions of the act during the preceding school year. All reports made to this department by local officers contain affidavits showing that the law has been complied with. While difficulties have been found in complying with the strict letter of the statute, it is very evident that teachers and school officers throughout the State are cheerfully endeavoring to meet the spirit of the law. No complaint or appeal has reached the department that the law has been violated. It is gratifying to note that during the year much misunderstanding and misrepresentation have been removed, and it seems to be generally understood that the attitude of the department has never been antagonistic to instruction which teaches the importance of temperance as a personal virtue and a social benefit."—*Charles R. Skinner, New York State Superintendent.*

"This law was advocated especially to give an increased knowledge about the evil effects of alcoholic drinks, stimulants and narcotics on the human system. Since the passage of the act increased attention has been given to the teaching of the subject in all grades of the schools, as required, but it has failed to enlist that hearty interest on the part of either pupils or teachers to which it is entitled. This is owing to many circumstances which environ the subject. There are real friends of temperance who doubt the wisdom of directing the attention of young children to the structure and functions of their bodily organs; they question, too, the utility, if not the possibility, of making critical analyses of alcohol or of narcotics with young pupils, to show their effect upon the blood and nerves and tissues of the living human organism. They believe that the whole subject, in its more technical aspects, should be deferred until after the pupil has received some instruction in chemistry and kindred sciences and has attained considerable power of forming independent judgments through his own reflection. An effort to compel instruction to be given by means of text-books, and to have these used from the earliest grades, has met with opposition on pedagogical grounds; no subject, it is said, can be properly taught in this way.

"On the other hand, the advocates claim that no instruction would be received by the mass of the children leaving school at an early age if the study was deferred to an advanced grade, and that the teachers generally are not qualified to give instruction in this subject without text-books. There are real difficulties to be overcome, as there have

been in teaching other branches. The remedy will be found in giving to all teachers proper professional training for teaching all branches and by inspiring them with the vital importance of this.

"By such means as have been brought to bear upon the teachers by the law compelling them to qualify themselves for the teaching, and upon the children by the kind of instruction hitherto given, there is a growing interest in it and an increase of knowledge which must be of lasting benefit to the coming generation. I believe the subject is really receiving as much attention in the schools as any subject ever receives in so brief a time as has elapsed since the passage of the compulsory law for teaching this branch." —*George A. Walton, in Massachusetts School Report.*

"There are some, but not many, exceptions to compliance with the provisions of this law in the letter. The spirit of the law is not always fulfilled as it might be.

"The child may be taught scientific facts about alcohol and narcotics and be no more helped thereby in his conduct in life than by the knowledge he has of scientific facts in geology. The aim should be to so teach him that he will desire to refrain from all injurious habits. Next, having the right desire, he must have the properly disciplined will power to execute his desires.

"We believe that the teachers as a rule do the best they can with the knowledge and appliances and conditions at their command to fulfil this law in letter and spirit. We urge, however, a greater effort on their part to inculcate the principles that will lead the child to a life of temperance and pure living. School directors might well supply needed aids in the line of literature for instruction on this subject."—*Emma F. Bates, North Dakota State Superintendent.*

"Physiology is now required by law to be taught in the schools of nearly all the States. As too frequently taught, it concerns itself about the chemical effects of certain substances upon various parts or processes of the body. Such a treatment of the subject is too abstruse for children in the schools; it goes beyond their knowledge and experience. They need to be taught the effects of green apples upon the stomach before they are taught the effects of alcohol upon the brain. We ought to learn wisdom from the concrete teaching of nature about eating green apples in her monitory pains. People mean well when they teach the evil effects of alcohol to little boys and girls who do not know what alcohol is. It would be better to teach these children the good effects of wholesome food and drink, and especially to teach them that the whole alimentary canal should be kept in healthy, regular, and daily movement throughout, and to teach this and all that relates to the necessary bodily functions with delicacy and propriety and without any squeamishness. Is any teacher too delicate, cultured and refined a lady or gentleman to give this instruction concerning the bodies of the children? Then let them be relegated o the land of spirits, to teach where the mortal coil has been shuffled off. It is high time to inaugurate a campaign of hygiene, and not the least important branch of child study is the study of their bodies, and how those bodies may be made in school to grow strong, robust, healthy, natural, at ease—'the temple of the living God.'"—*A. P. Marble in Report of Committee of Twelve.*

V. CONTINUATION CLASSES.

Appendix G will show the Continuation Classes in existence for the academic year 1899-1900. The purpose of this class of schools is to give some of the advantages of secondary education to localities not provided with High Schools. The division between elementary and secondary education is after all an arbitrary one. Pupils who have no higher attainments than the Fourth Form of the Public Schools are poorly equipped in these days for the ordinary duties of life. It is a well recognized principle of our school law, that all children are entitled to free education to the limit of the Public School course. Beyond this limit, localities have discretionary power respecting the imposition of fees. Many of our High Schools are free to resident pupils; and in nearly all cases Public School Boards, having Continuation Classes, have preferred to admit pupils beyond the requirements of the Public School program without exacting fees. The course of study for the Continuation Classes is wisely made the same as that prescribed for the lower forms of High Schools. Although not so in name, the larger Continuation Classes, especially those in Grade A, are to all intents and purposes High Schools. In many localities the trustees have seen the wisdom of employing teachers holding University degrees, as well as the certificates obtained at the Normal College. The establishment of Continuation Classes has served to diffuse secondary education among the young people of most parts of the Province; indeed, wherever there is a graded school with three or four teachers, the advantages of a High School are assured. The present mode of distributing the Legislative grant to Continuation Classes meets with general favour. The former method of distributing a portion of the grant on the results of examinations, while serviceable as a tentative measure, was evidently open to serious objections. Now a school with the requisite attendance and teachers of the required qualifications receives payment if the work is satisfactorily performed, irrespective of the number of pupils who may pass at any examination. The amount which these schools will receive in future will, of course, depend on the liberality of the Legislature. The grants for 1900 were $100, $50, $25, and $15, for schools in Grades A, B, C and D respectively. The numbers in the different grades were: A, 50; B, 54; C, 125; D, 212. The County Council is required by the provisions of the statute to pay an equivalent to the School Boards. I believe the payments by Municipal Councils have been cheerfully made, and in some cases even beyond the minimum required by law.

In my report of last year I took the opportunity of pointing out the advantages of High schools to the community. It is satisfactory to know that there is a growing conviction that it would be a short-sighted policy to limit public expenditure for education to the elementary schools. Our High Schools are of great value in promoting the efficiency of the Public schools. Secondary Schools exert a powerful stimulus for good upon the schools below, just as the Universities have a marked effect upon the efficiency of the High Schools. Year by year it is becoming more apparent that the children who are poorly equipped mentally suffer serious disadvantages in the battles of life. When the pupils in the lower classes of our Public Schools have held before them the ideals of higher and broader scholarship, they will be influenced to do better work. This longing for higher things on the part of children should not be overlooked, but wisely guided. In the Public Schools where there is no wish on the part of pupils to advance to High

Schools, there is lacking a laudable ambition. It has been said that "a system of education is like a pyramid, which should, all the way down, assume shape and proportions from the corner stone at the apex." Doubtless the elementary schools should receive first consideration, but unless the Province has efficient High Schools, the Public Schools must necessarily suffer. It is therefore gratifying to know that the demand for Continuation Classes, or High Schools, is strongly felt in all parts of the Province. It would be unfortunate if the benefits of secondary education were limited to the wealthier classes. When the resources of our country are arresting public attention all the world over, it would be a very short-sighted policy not to afford every opportunity for extending the benefits of education to all classes of the community.

"Much of the opposition to the High Schools has come from a misapprehension of their real character and work. It is commonly asserted that the High School's chief work is to fit pupils for college; that the studies pursued are mainly Latin and Greek, and that the results of the course do not in any real sense prepare a young man for life. It is a fact, however, that, while the best High Schools do fit pupils for college, and some others make an attempt, the great majority of scholars do not take the college preparatory course, but, instead, what may be termed an English and scientific course, the two distinct lines of work being literary and scientific. If anyone can conceive of any course of study which is better calculated to train young men or young women, and equip them with the tools with which to win places for themselves, I am sure the educators of the country would be more than glad to know of it. In a word, I claim for the training of our best High Schools, that it is the best equipment a young person can receive for the active duties of life, unless he can go further and add to his High School course a collegiate one.

"People do not hesitate to say that 'High School graduates do not know anything,' and they are always able to point to one and another whose success in life has been anything but brilliant; all of which is more than offset by the fact—to be established in any community large enough to offer a fair test—that nearly all the large business of the world—the enterprises that require breadth of knowledge, power of judgement, decision and capacity for execution—is in the hands of High School and College men. And the cause often times of the lack of success of the educated man is not in the character and extent of his intellectual training, but in the failure to develop the will, or directive power."—*Thomas B. Stockwell, Rhode Island State Commissioner of Public Schools.*

VI. EXAMINATIONS.

The subject of written examinations is one which has been very much considered in recent years. Discussions of their value have not been confined to this Province, but have taken place in every country where education has made progress. In the United States, in England, in Germany and in France the advantages and the disadvantages of written examinations are constantly recurring topics at teachers' conventions and in educational journals. Where there is so much difference of opinion among members of the profession respecting examination tendencies, it would be presumptious to offer dogmatic opinions. The statement may, however, be safely made that while the ablest educationists of the present day have recognized objections to examinations, they fully

agree at the same time that there are educational benefits to be derived from tests of this kind if properly conducted. It is scarcely necessary to say that where written examinations are entirely discarded there is no good teaching. All good instruction calls for reproduction by the pupil, which must be both oral and written, and, therefore, not necessarily limited to the former. One may only mention the subjects of composition, arithmetic, Latin, etc., without being forced to acknowledge that to condemn all written examinations is to deny well-known pedagogical truths. The teacher who never examines his pupils in the subjects of instruction has little idea of their progress and is continually working at random. Whatever may be the evils associated with written examinations, it is evident that no good teacher would fall back on the system in vogue many years ago, when written examinations were rare occurrences. What is here said applies to the examinations held by the teacher himself—the purpose being solely a part of his work in the proper instruction of his pupils. Such examinations are intended to be educative and no outside examiner has anything to do with them.

Some regular method of promotions is required in graded schools and in any organized system of education. It is evident that the teacher himself should be the most competent person to determine what pupils are prepared to pass to a higher form. The tests may include a final examination, but the work during the school term should in most cases settle the question of a pupil's fitness for promotion. In some schools an examination in one or two subjects by the Principal or Inspector at the close of the term serves as a good safe-guard for both teacher and pupils. For obvious reasons uniform examinations have been prescribed by the Education Department for the admission of pupils to High Schools and Collegiate Institutes. Pupils are admitted from various elementary schools—Public, Separate and Private—to secondary schools, and, therefore, a prescribed curriculum and fixed time for the entrance examinations are necessary. The local Board of Examiners has, however, virtual control regarding the admission of pupils, including the power to meet special cases and the Education Department simply accepts the report without amendment. When students pass from the secondary schools to the Universities the step is really another promotion and it is evident that the Principal of the High School and his staff should know, better than any Board of Examiners, who are prepared to take up University work. All pupils do not, however, come from High Schools, and, in any case, matriculation examinations are taken by all students who desire to enter the University. For admission to Universities two methods have been found in different countries—the one by examination and the other by certificate. In the United States, admission by certificate is the rule in nearly all the Universities of the West, and most of those of the East, except Harvard, Yale, Columbia, and a few other large institutions, where admission by examination is imperative. There are very strong arguments in favor of each of these methods, and, while some American educationists are pronounced in favor of admission by certificate, others are equally decided in favor of admission by examination. Is it not possible to have the advantages of both systems in one? This has been the aim of the policy pursued in Ontario for some years, and it is not too much to say that the plan has been fairly successful. The system of having confidential reports from the schools was adopted some years ago by the Education Department; and the University authorities have taken advantage of these reports. The confidential reports serve all the purposes of certificates from the

staff, and the extent to which these certificates are accepted is a matter resting exclusively with the Board of Examiners and the Educational Council.

However advantageous it would be to dispense with written examinations for entrance to the High Schools and the Universities, it would appear impossible to abandon such tests in determining the non-professional requirements for teachers' certificates. If the certificates for teachers are to be Provincial in character, there must be some regard to uniformity in standards and centralization in authority. At the same time the judgment of the staff should have great weight in all doubtful cases. With this object, the Regulations of the Education Department provide that any candidate who obtains the total number of marks required may be awarded a certificate, even though he should fail in one or more subjects, provided he is regarded by the teachers as fit to pass. Experience goes to show that it is not uncommon for a candidate to fail to do himself justice in a subject of the examination. This may arise through illness on the day of the examination, or from other causes. In such an event, the recommendation of the staff—made before the examination—is of great service. It is felt that the aggregate of marks obtained gives fair indication of the strength of the candidate, and that a few marks below the minimum in a subject should not stand in the way of the success of a candidate who has a high total and is recommended by the Principal. It is found that in recent years the confidential reports have saved many a deserving candidate and thus the system of passing by means of "report" or "certificate" has a rational place in the present system of written examinations. No doubt it would be possible to describe an ideal system where there would be no examination held by outside examiners. Present conditions have to determine the methods to be employed and no plan has yet been devised which would make it safe for the Education Department to do away with the non-professional examinations prescribed for teachers' certificates.

In an article written by Dr. Paulsen, Professor of Philosophy in the University of Berlin, the statement is made that "Examinations must not be multiplied beyond necessity." This general statement puts the matter plainly, but of course differences of opinion will arise regarding the necessity of various examinations. So far as promotion examinations are concerned, there does not appear any need for taking the matter out of the hands of the teachers, who are undoubtedly the best judges. It would be unwise to abandon the High School Entrance examinations, although the recommendations of teachers sent to the Board *before the examination* is held might very wisely have weight with examiners. Matriculation examinations are of course under the control of the Universities, and it is probable some modifications may be made before long. The division of the examination for Junior Leaving Standing into two parts, instead of into three as formerly, has undoubtedly been an advantage. It will be well to consider when the Regulations are next revised if it would not be beneficial to have only one examination for Junior Leaving Standing. Doubtless this would throw increased responsibility upon teachers but it is not too much to hope that an increase of responsibility would not lessen the teacher's influence for good. It would cause greater importance to be attached to independent methods of instruction, and give more freedom in the development of character. With our system of inspection, it should be an easy matter, as it is a desirable object, to attach increased importance to the teacher's ability in forming character. The teacher's influence in the school should be regarded as more important than the results obtained by

written examinations. Under all the circumstances it would be wise to dispense with every written examination not absolutely necessary and to give teachers all possible freedom in adopting the most improved educational methods.

VII.—COMMERCIAL EDUCATION.

For many years provision has been made in the High and Public School courses of study for instruction in what concerns a business education. Too often there appears to be considerable misconception respecting the branches which should constitute a commercial education. It is sometimes thoughtlessly assumed that a knowledge of book-keeping is all that is necessary to fit a student for mercantile pursuits. It is scarcely necessary to point out that instruction in composition, geography, arithmetic, literature, etc., is essential to everyone engaged in the ordinary pursuits of life. Some elementary knowledge of book-keeping is important for everyone, irrespective of the calling in life that may be pursued. The farmer and the mechanic should have some knowledge of accounts, and, therefore, a course is prescribed for the Fifth Form of the Public Schools and the First Form of the High Schools, which should be taken up by all pupils. It would be a mistake to urge the one who intends to matriculate in the university, or to take up some profession, to omit the elementary commercial course prescribed. To meet the purposes of students who have in view some mercantile pursuit, an advanced course is prescribed. This embraces a somewhat extended knowledge of book-keeping and commercial transactions, a better acquaintance with elementary mathematics, English and geography, and a course in stenography, together with provision for typewriting, which has in recent years become so important in connection with business. A reference to the requirements given in the High School curriculum will readily show the objects of the two courses mentioned. It will avoid confusion if the difference in the purposes of the elementary and the advanced commercial courses are not overlooked. By reference to the statistical tables it will be seen that 10,625 pupils in the High Schools and Collegiate Institutes took up the commercial courses.

Considerable attention has been given in some countries within the last couple of years to the pressing needs of a higher training for the more complicated kinds of business. In a few cities of the United States commercial High Schools have been established, and departments for training in business have been opened in connection with colleges and universities. In Germany and France much attention has been given to this subject, and the question is arresting the thought of English educationists. Lord Rosebery in his inaugural address as Lord Rector of Glasgow University expresses himself in the following language :—

" Commerce, however, comes fairly within my limits as a bond of Empire, and affects our University, which stands aloft in such a teeming mart. Here, then, is, at any rate, ample opportunity for taking stock and considering methods. I cannot enter into the discussion whether there is cause for alarm as to the future of our trade ; there is no time for that nor is this the place. But it may fairly be alleged that there are disquieting symptoms. Whether these symptoms be truthful indications or not, they are at any rate worthy of careful, incisive investigation. In some quarters such indications are never neglected. I am greatly struck by a passage in the report of the United States

Consul at Chemnitz, cited in the pamphlet in which our University sets forth its requirements. 'If an industry in Germany languishes,' he says, 'immediately a commission inquires into the causes, and recommends remedial measures, among which usually is the advice to establish technical and industrial schools, devoted to the branch of business under consideration.' In a word, they go to the root, to the principle, to the source. This is thoroughness, this is the scientific method applied to manufacture, and we see its success. The Americans, I gather, have hitherto applied themselves rather less to the principles than the applications of science. I do not pretend to say which are right. The Germans are alarmed at the development of American commerce, and we are alarmed at both. At any rate, both in Germany and the United States you see an expenditure and a systematic devotion to commercial and technical and scientific training. I know that much is done, too, in Great Britain. But I doubt if even that is carried out in the same methodical way ; nor is there anything like the same lavish, though well-considered expenditure. It always seems to me as if in Germany nothing, and in Great Britain everything is left to chance. Nothing but a miracle can stop us, think the Germans, when they have completed their preparations. We shall have our usual miracle, thinks the cheerful Briton, as he sets out a good deal in arrear. With the same intelligent persistence with which the German makes war, he has entered on the peaceful conflict of commerce, and therefore has achieved the same brilliant success. We need not envy that success, we do not grudge it ; but it is well to observe it, and to note its causes.

" Commerce, then, is a bond of Empire, which this University by its training may do much to strengthen. The mercantile committee at Edinburgh demand, indeed, that to our Universities shall be added a commercial faculty which would stimulate the commercial side in our secondary schools, and which would be of substantial importance in attracting to the University men who are about to enter on a commercial life. 'They believe that a University education would be of the greater service to the men who are to occupy the chief positions in large commercial undertakings.' Our University has not as yet seen its way, where so much has to be done, to take this new and important step. It has done much, it is doing much, but it is well aware of its weakness. It is now appealing for aid to place itself on a properly scientific footing, a footing adequate to its position in this great commercial community, which so greatly needs and which can so fruitfully utilize opportunities of technical and scientific training. It will not, I think, appeal to the second city of the Empire in vain. But the newest of our Universities has advantages which are denied to the more ancient, with regard to modern requirements. For the practical purposes of the present day a University which starts in the 20th century has a great superiority over a University founded in the 15th ; more especially when it is launched with keen intelligence of direction and ample funds, as is the new University of Birmingham. These practical Universities are the Universities of the future ; for the average man, who has to work for his livelihood, cannot superadd the learning of the dead to the educational requirements of his life and his profession. There will always be Universities, or, at any rate, colleges, for the scholar, the teacher, and the divine ; but year by year the ancient Universities will have to adapt themselves more and more to modern exigencies. And where so much has to be absolutely novel it is, perhaps, easier to begin than to remodel or adapt. So that the new Universities, which do not require for their utilitarian purposes hoary antiquity or ancient prescrip-

tion, will have an advantage over the venerable schools which have for centuries guarded and interpreted and accumulated treasures of erudition.

"There was a time, long years ago, when the spheres of action and of learning were separate and distinct; when laymen dealt hard blows and left letters to the priesthood. That was to some extent the case when our oldest universities were founded. But the separation daily narrows, if it has not already disappeared. It has been said that the true university of our days is a collection of books. What if a future philosopher shall say that the best university is a workshop? And yet the latter definition bids fair to be the sounder of the two. The training of our schools and colleges must daily become more and more the training for action, for practical purpose. The question will be asked of the product of our educational system:—'Here is a young fellow of twenty; he has passed the best years of acquisition and impression; he has cost so much; what is his value? For what, in all the manifold activities of the world, is he fit?' and if the answer be not satisfactory, if the product be only a sort of learned mummy, the system will be condemned. Are there not thousands of lads to-day plodding away, or supposed to be plodding away at the ancient classics who will never make anything of these classics, and who, at the first possible moment will cast them into space, never to re-open them? Think of the wasted time that that implies; not all wasted, perhaps, for something may have been gained in power of application, but entirely wasted so far as available knowledge is concerned. And if you consider, as you will have to consider in the stress of competition, that the time and energy of her citizens is part of the capital of the commonwealth, all those wasted years represent a dead loss to the Empire. If then, these recent events and the present conditions of the world induce thinkers and leaders in this country to test our strength and methods for the great—but, I hope peaceful—struggle before us, they must reckon the training of man. On that, under Providence, depends the future, and the immediate future of the race; and what is Empire but the predominance of race?

"How is that predominance to be secured? Remember the conditions; nations all becoming more dense and numerous; and, therefore, more hungry and more difficult to satisfy; nations more and more alive to their substantial interests and capable of pursuing them; nations, therefore, increasingly aware of the vital necessity of a healthy, growing commerce, and fiercely determined to obtain it; nations more and more civilized, and, therefore, less and less anxious for the wager of battle, but still ready even for that, if it be necessary for their new objects. After all, when you have reduced all this to its last expression, it comes to this—the keener and more developed intelligence of humanity, stimulated by competition and enhanced by training. It is with that intelligence that we have to struggle and to vie. This conflict we have no reason to fear, if we choose to rouse ourselves. We have, I believe, the best natural material in the world. But I doubt if we are sufficiently alive to the exigencies of the situation."

On the growing importance of superior qualifications for business, President Eliot, of Harvard University—one of the leading educationionists of America—has the following valuable views:—

"The phrase 'commercial education is' likely to remind an American of the commercial course in a public high school or of the fictitious banks, offices and shops of the private school called a commercial college. The so-called commercial course in an American high school is almost universally a course hopelessly inferior to the other courses, being

made up by substituting bookkeeping, stenography, typewriting, and commercial arithmetic for some of the language, history, mathematics, or science of the classical or English scientific course. This course exists in our public schools because it has for committeemen and parents a practical sound. It seems as if the child who had learned a little about these technical subjects might be better able to earn its living early than the child who had only studied languages, history, mathematics, and science. For the purposes of mental training or of mental power getting this course is never to be recommended, and it is rare that the slight knowledge of these arts acquired by pupils in the public schools proves to be of much use to them in winning a livelihood. The so-called commercial schools supplement for many young people a defective elementary education, but they seldom train anybody for service above that of a clerk. It is not of any such training that I propose to speak.

"I ask your attention for a few moments to the chief features of a commercial education capable of preparing men and women for much more than clerical service and much more than narrow retail trading. An indispensable element in the training I have in view is a sound secondary education—that is, an education in a first-rate school, public endowed, or private, which occupies the whole school time of the pupils from 13 or 14 to 18 years of age. This secondary education should include the modern languages, an essential part of a good preparation for the higher walks of business life. It may or may or may not include Latin, or Latin and Greek. Thus the German non-classical secondary education is a very substantial preparation for business life, although it includes no technical subjects whatever. It deals with modern languages, including the native tongue, the elementary mathematics, history and science, both pure and applied. For international commercial life in English-speaking countries a good knowledge of three languages beside English is desirable, namely, French, German and Spanish. A reading knowledge of the languages will ordinarily suffice for principals, but for travelling agents or agents resident abroad a speaking knowledge of at least two of these languages is desirable. This knowledge should be acquired at the secondary school.

"Let us imagine a boy equipped at 18 with these broad fundamental acquisitions, and let us then ask ourselves what additional subjects should be treated in an upper commercial school. The following list of subjects is by no means complete, but may serve to give a fair idea of the diversity and difficulty of the subjects appropraite to superior commercial education: Economics, statistics, banking, currency, exchange, arbitrage, insurance, Government tariffs, transportation by land and water, commercial geography, climates, ethnology, commercial products by region and by nationality or race, consump- by region and by race, maritime legislation, blockade rights, neutral's rights, commercial law, industrial combinations of capital, labor unions, and, if I may use a new but convenient word, financing new undertakings. Some of these subjects are already taught elaborately in universities, and the elements and general principles of all of them can be taught systematically to groups of pupils and enforced by examples and problems just as well as styles of architecture, rules of evidence in law, or the diagnostic value of blood examinations in medicine are now taught and enforced in special schools. That a given subject has practical applications and is to be really mastered only by much practice is no reason why it should not be taught systematically in its elements by teachers skilled in in expounding principles and guiding practice."

VIII. Technical Education.

In my report of last year, attention was drawn to Manual Training. In 1899 this subject was made an optional part of the course for High and Public Schools. The results have warranted the addition of this modern department of educational work. Woodstock College has the honour of being the pioneer institution in Canada in the introduction of manual training. For several years the Toronto Technical School, maintained by the city council, has done a valuable work for a numerous class of citizens through its evening classes. Through the liberality of Sir William Macdonald, Professor Robertson, of Ottawa, has been instrumental in having schools for manual training opened at Brockville and Ottawa. Instructors in these schools receive $100 a month and desirable positions may in future be open for teachers who qualify themselves for this kind of work. The Toronto Public School Board has also availed itself of the liberality of Sir William Macdonald, and manual training, it is expected, will soon be introduced into several of the Public schools of the city. The Board of Education, Kingston, has with commendable enterprise equipped a room for manual training, and appointed a qualified instructor. A similar beginning has been made by the Brantford Technical School Board; and there are indications that classes for manual training, and perhaps for technical education, may before long be organized in several other towns and cities of Ontario.

Domestic Science, which was also made an optional subject of the Public School course in 1899, is receiving considerable attention. The organization and equipment of the Normal School of Domestic Science at Hamilton will afford excellent opportunities for enabling young women to prepare to teach this subject. Much credit is due to the enterprise of Mrs. Hoodless in the establishment of this school; and her lectures on Domestic Science have served to create considerable enthusiasm in the subject. In Toronto the liberality of Mrs. Massey-Treble has shown itself in the equipment of an institution (The Fred Victor Mission), which for some departments of domestic science will compare most favourably with many institutions in the United States. Domestic Science is also taught in connection with the Young Women's Christian Association and the Young Women's Christian Guild, Toronto. It is not too much to expect that ere long Public School Boards in many of our cities will make provision for instruction in Domestic Science.

It would be folly to ignore the progress of science, and to adhere to the curriculum prescribed a half century ago. In every part of the civilized world there has been a revolution in the industries of life. Manual training, domestic science and technical education have been warmly advocated as necessary additions to the work of school and college. As might be expected, the objects to be gained are not definitely fixed in the minds of many persons. A great many have the impression that the main purpose is to obtain for the artisan such instruction in handicraft as may fit him for the special employment of his life, so that he may become a skilled, rather than unskilled, workman. People often say, and with much truth, that the material prosperity of a country depends largely on the knowledge and skill of the working classes, and that the tendency has been to give too little attention to the sciences which are closely identified with manual industry. It is claimed, and with much force, that if our country is to obtain a better place in the labour market and a larger share of the trade and manufacturers of the world, technical

instruction must form a prominent part of the course prescribed for our Public and High Schools. It is also held that the pupils of our schools should obtain such knowledge of the properties of the substances to be handled, and such facility in the use of tools as would make them readier for any form of mechanical industry to which their attention might be directed. A great many advocates of manual training urge in addition that in all our systems of general education, too much attention is paid to the memory, the judgment and the purely intellectual faculties, while the discipline of hand and eye and of the bodily powers generally has been too often ignored. There are other advocates of industrial education who object to giving large attention to the intellectual training of the humbler classes. They object to any efforts on the part of the municipality or the Legislature, which would educate, as they say, "people beyond their calling in life." They are willing to expend money for education, but wish the masses of the people to remain "hewers of wood and drawers of water." They think the education of the artisan should not be too ambitious, and occasionally they speak of the danger of "over-education." It is satisfactory to know that very few in this country are actuated by views of this kind, and a very small number of those who hold such opinions seldom avow this sort of reasoning. If manual training tended to debar the farmer or the mechanic from entering other walks of life, its addition to the course of study could not in this democratic age be defended.

Regardless of the theories or motives which may influence persons in advocating the introduction of manual training, it will be well for everyone to look at the industrial and commercial side of the problem, and to consider how our material wealth may be increased by adopting manual training as a part of our school courses. It should be kept in mind that the conditions of industrial life are wholly changed from what they were, even twenty years ago. The concentration of manufactures, the increased use of machinery, the constant divisions of labor, and the keenness of modern competition, have to be dealt with. The old conception of apprenticeship is past. Intelligence and good training on the part of workmen are needed as much as ever. Skill must therefore be sought in some way. It would be discreditable for the mechanic to handle every day materials and not to understand their qualities, or to employ tools, machines and forces of whose character he has made no investigation. Every occupation, however humble, has a science underlying it. The intelligent mechanic is trained to think for himself. The unskilled one becomes a mere machine. For the acquisition of knowledge, and for the right manipulation of tools, persons at the present day must look to the schools and technical institutes for what was formerly secured by the apprentice system. Those who are to become leaders or foremen in mechanical movements will doubtless take advantage of the Toronto School of Practical Science. The remarks of the Principal, found in another part of this report, will show the valuable work done by this School. This institution, with a moderate expenditure, serves purposes like those of the Massachusetts Institute of Technology in Boston, and similar institutions in several other large cities.

From an educational point of view, manual training or technical instruction has a value apart from its industrial advantages. It would be a mistake to specialize in our Public Schools, and, indeed, it is feared by many that specialization is begun too early by High School students. Dr. James MacAlister, Principal of Drexel Institute, Philadelphia, who was for several years superintendent of the public schools of that city, puts the case

clearly : " The object of the public school is education in its broadest sense. If industrial training cannot be shewn to be education in this sense, it has no place in the public school. We have no more right to teach carpentry and bookbinding than we have to teach law and medicine. The supreme end of education is the harmonious development of all the powers of a human being. Whatever ministers to this end is education ; whatever interferes with its accomplishment, no matter how valuable it is, lies outside of the province of the school." In any discussion regarding courses of study, I think this aspect should be kept constantly in view by teachers. Manual training has undoubtedly an economic advantage, but if this is its only purpose, it is questionable whether it is deserving of a place in our school curriculum. The true end of education should, therefore, be kept constantly in view. If education is " the preparation for complete living," the educative advantage of a subject, or an institution, cannot be sacrificed to any presumed economic claims. Our High and Public School courses are not intended for different classes of pupils. The education obtained in the public school, as well as that obtained in the high school, should be complete in itself ; and the main difference between the function of the high school and that of the public school should be that the former gives a better preparation for life's purposes. Regarding the end of education, the remarks of the President of Bowdoin College are quite to the point. They are as follows :

" The end of education is to know and get what is best in the world, and to give our best work in exchange.

" The four stages of education are elementary, secondary, higher, and professional. The end of education is not something which is to be attained only at the conclusion of the fourth stage. It is something which can be attained to a certain degree at the end of each stage, and may be attained more completely at the end of the first or second than it often is at the end of the third or fourth. There are many bachelors of arts and doctors of philosophy who, tested by our definition, are much farther from the end of education than many a graduate of the district or grammar school.

" Each stage of education should be complete in itself. Elementary education should be directed exclusively or chiefly to the needs of children who will leave school forever at the age of thirteen or fourteen. The great majority of children cannot remain in school beyond that age. The problem of elementary education, therefore, is to prepare these children, who are to be workingmen and workingwomen, to know the best in the world and to get their share of it, and to give their best through their work in exchange. Now, what is to be the nature of their work ? It is chiefly the production of material things. Hence, since so much of their life will deal with material objects, the manipulation of these objects by hand and eye is one of the first elements of training which these children who are to be workers should receive.

" In the simple agricultural life of our fathers many boys and girls got this training on the farm, where there were plenty of chores to do, animals and plants to tend, tools to make and mend and use. Next to the farm in educating power comes the seashore, with its perpetual battle with fickle and treacherous elements. The increasing concentration of population in the cities is raising up a generation of children who have in their home life no means of acquiring the rough discipline with plough and hoe against a stubborn soil, or with oar and sail and rudder against a threatening sea. The city, cut off from field, forest, stream and sea, tends to breed a race of mental dwarfs and moral cripples.

Living in a ready-made world, in which there is little or nothing left for them to do they come to school with flabby minds as well as flabby muscles, with undeveloped wills as the counterpart of unused hands. The city has its compensation. In many respects the city boy gets the start of his country cousin. But in the fundamental quality of getting the most out of life, and giving his best back to it, the country boy is at a great advantage. I suppose that is one reason why the most successful men in the business, and professional life of the cities themselves are almost invariably country-born and bred.

"The problem of the city school is how to stem this tide; how to put its children on a level with their country cousins, and save them from the degeneration which threatens them. Now the old curriculum, well enough in its way as a supplement to the real training which the farmer's children got in the field and the barn and the shed and the shop, is utterly inadequate to do the work required to make the city boy get the best there is in the world, and give the best there is in him. For with its reading of detached sentences from printed pages, its writing in imitation of the copy, its mechanical memorizing of the fixed boundaries of geography, and its history recited by rote from a single and ultimate text-book; it was as artificial, mechanical, ready-made an affair as the uniform tenements and paved streets from which the mass of the city children came.

"The kindergarten has come as the first great gospel of salvation to the city child. The kindergarten teaches the child, as nothing else at that stage can, the great lesson of how to get the best the world has for him, and to give his own best in return. The kindergarten stage, however, must not be unduly prolonged. Its value lies in appeal to involuntary attention at a time when involuntary attention is the child's whole stock in trade. By the time a child is six or seven at the latest he should be well started on the road to voluntary attention to unwelcome tasks. To prolong the exclusive kindergarten idea much beyond that age is to weaken and debilitate the will and to leave the last stage of the kindergarten product worse than the first. This is a mistake to which our public school system is not addicted; but it is the cardinal defect of a certain class of private schools which cater to the children of the rich. When the pampered prodigies produced by the elongated kindergartens enter the secondary school, their flabby wills and atrophied mental muscles make a sorry showing in comparison with the sturdier youth who have half a dozen years or more of discipline in doing hard and even disagreeable intellectual work. The best friends of the kindergarten are those who limit it strictly to its proper sphere, within which it is incomparable.

"The true continuation of the kindergarten is not found in the devices for making history and geography amusing, but in manual training, which trains hand and eye to delight in doing hard physical work well. and making material objects useful and beautiful. Manual training brings out steadiness, persistence, patience, precision, thoroughness: virtues which real book-learning seldom imparts, but on which its excellence depends. The great majority of school and college graduates who have had neither industrial nor artistic training manifest an impatience in the presence of petty obstacles, an irritability at delay and discouragement, a disinclination to the drudgery of which every useful life must be full. Manual training, with its severe standards of neatness, accuracy, form, and finish, with its progress to more and more obstinate material, should follow the kindergarten, and give to the city youth such equivalent as it can for chores and jobs, the tasks

and risks of the young farmer, hunter, forester, and fisherman. It gives dignity to the work which the great majority of these children must do in after life. Sewing and cooking and household acts for girls are equally essential, if they are to grow up into anything better than anaemic, incompetent, superfluous competitors for a bare subsistence in half a dozen overcrowded lines of genteel employment."—*W. De Witt Hyde, President of Bowdoin College.*

The question will arise, where manual training should begin. This point is, however, actually settled, for in the kindergarten is laid the foundation of this kind of training. For obvious reasons the kindergarten cannot well be introduced into rural schools. It is not necessary, however, for children in the country have certain training advantages which the kindergarten is intended to give in cities. The knowledge also which pupils in the rural schools obtain all through life regarding labour appliances gives them an admirable beginning in all that relates to agriculture and mechanical pursuits. Sewing might well be taught in most rural schools, which are now generally in control of female teachers. The young ladies attending our Normal Schools now take an elementary course in this department, as well as in cooking and sanitation; and there is no reason why some time could not be devoted to sewing especially, as well as to grammar or arithmetic. It is perhaps only by the force of tradition that such elementary portions of domestic science are not taken up for all girls in the public schools, both in urban and rural schools. Respecting sewing, the remarks of Sir Joshua Fitch are quite appropriate regarding the character of the needle-work which should engage the attention of girls at school. They are as follows:

"We have at hand some more recent experience illustrating the same truth. There has been for many years in our elementary schools one kind of manual and technical work especially subsidized by the State, and indeed enforced as an indispensable condition of receiving any aid or recognition from the Education Department at all. I mean needlework in girls' schools. It fulfils for girls all the conditions which the advocates of technical instruction have in view for boys. It has unquestionable utility. It affords training for eye and hand. It demands attention, accuracy, and dexterity; and it has an economic value, as one of the means by which the home may be improved and money earned. It enlists a good deal of sympathy among managers, and the Lady Bountiful or the vicar's wife in a country village is often well content to see the half of every school day spent, not indeed in learning to sew, but in manufacturing garments for home use or for sale. It is thought by many good people to be the most appropriate of all school exercises for girls. It looks so domestic, so feminine, so practical. Perhaps it may seem ungracious to enquire too curiously into the effect of this kind of exersise upon the general capacity of the scholars and upon the formation of their characters. But as a matter of fact, the exercise is often dull and mechanical; it keeps children dawdling for hours over the production of results which, with more skilful and intelligent teaching, might be produced in one-fourth of the time. The place in which the work is done becomes rather a factory than a school, and measures its usefulness rather by the number of garments it can finish than by the number of bright, handy, and intelligent scholars it can turn out. In fact, it is found that proficiency in needle-work may co-exist with complete intellectual stagnation, and that the general cultivation of the children, their interest in reading and enquiring has been too often sacrificed to the desire for vis-

ible and material results. Some of the sewing is designated with curious irony, *fancy* work. But there is little or no room in it for fancy or inventiveness, or even for the exercise of any originality or taste. So while fully conceding the importance of needlework as an integral part of the primary education of the girls in our schools, I think we are all interested in economizing the time devoted to this work, in seeking to employ better methods of obtaining results, and above all in remembering that the educational value of mere handiwork is in itself very limited, and that it ought to be supplemented by other discipline if we desire to make the best of our material and to send into the world capable and thoughtful women, ready for the varied duties of domestic and industrial life."

Manual training is deserving of a place in all public schools in our towns and cities, and especially in the latter. The tendency of the population in all civilized countries towards the cities, makes it important for the children in urban municipalities to have the advantages which the country affords respecting a knowledge of nature, the character of materials and the use of tools. In the United States, although manual training was first largely confined to high schools, it was felt that its benefits would extend to a small number unless the subject became a part of the elementary school course. Manual training should, therefore, in Ontario become a continuation of much of the work done in the kindergarten. All through the public school course, certain hours each week should be devoted to this kind of work. It is not necessary here to outline a course of study. This will be a matter for future consideration on the part of educationists; and the courses of study adopted in other countries will be of much service in framing a programme.

It would be a mistake to defer manual training until pupils have entered the High School. It would also be a mistake to conclude that manual training should have no place in High School programmes. The majority of pupils who attend High Schools, attend these institutions to get a better training than is furnished in the Public Schools. The secondary schools are not supported simply for those who enter the professions. This view is now generally accepted and its acceptance settles the question of the position of manual training. However, for pupils who intend to follow professions, or to enter the university, the benefits of manual training should not be ignored. In the United States manual training has a prominent place in courses of study in most city high schools. On this question the opinion of the superintendent of Baltimore schools is not out of place :—

"Ten years ago manual training in the high school was an open question, and its desirability still a matter of debate. Now its cost is considered as legitimate an item of public expense as that of any of the traditional subjects. Some of the questions with regard to high-school manual training now are : What shall be taught? For how long a time? How freely shall it be offered (that is, in every school or only in special schools)? Shall it extend to the teaching of trades?

"Not only on account of its value in general development is it highly desirable that all pupils should have manual training through the elementary grades; but, as long as the tendency to differentiate high schools prevails, it is also essential to bring all pupils in the elementary schools into contact with the greatest possible variety of activities, including that which manual training furnishes, so that by the time they are ready for the high school they may know in what direction their tastes lie. Otherwise

the choice will depend upon proximity to the school, rather than upon tastes and aptitudes.

"As the means of general development manual training should be one of the subjects offered in every high school. Experience proves that even classical pupils will gladly devote from two to four periods a week to this work in excess of the regular requirements. They are the better for it, physically as well as mentally. I have not attempted to say what modifications, if any, should be made in courses of well-equipped manual-training high schools, but only to show what may be done in an ordinary high school. The course here outlined assumes that the boys have already had bench-work in wood, and that the girls have taken sewing or cooking, or both, but have not had bench-work. These they are to take before they begin carving. The course should not exceed four periods per week, and should be on the same basis as other unprepared subjects. Drawing is not mentioned, as it is presumed already to form an important part of the work of the school. It must, of course, precede every kind of work mentioned in the outline."—*James H. Van Sickle, Superintendent of Schools, Baltimore.*

"The ten years since 1886 have been years of great educational activity. The Royal Commission on Technical Instruction had presented its report to Parliament two years previously, and the recommendations contained in it were beginning to lay hold upon the public mind. In giving practical shape to the conclusions at which we had arrived after inspecting the schools of other countries and inquiring into their influence upon the manufacturing industries which they have been designed to promote, and after making ourselves thoroughly acquainted with the educational organizations of this country and their effects upon the occupations of the people, we made certain modest recommendations which at the time were considered by many educational enthusiasts to be altogether inadequate to meet the requirements of the times. We were of opinion, however, that it was better to ask for a little, with a chance of getting it, than to ask for much and have the favour refused. At that time the subject of drawing, which an education minister had graphically described as 'the mainspring of the technical education of the artisan,' was not taught to more than one in four of the scholars in elementary schools, and that often so badly as hardly to be worthy of the name of instruction. Elementary science fared even worse than drawing. Modeling was almost unknown; manual instruction had scarcely been heard of—the pen was the only industrial weapon that boys intended for skilled handicraftsmen were taught to use—and domestic subjects for girls, excepting needlework, had not come within the range of practical education. The local authorities, however much they might have desired it, had no power to appropriate any of the ratepayers' money toward the development of the brains of the ratepayers in the way of providing technical instruction or contributing to technical schools.

"The recommendations of the commissioners dealt with the above and many other deficiencies, and it is very satisfactory that several of them have been adopted. Drawing is now taught to all boys, and usually with the aid of suitable casts and examples; modeling has been introduced in many localities; school museums have been established, and elementary science is now extensively taught with, in some instances, laboratory practice. Manual instruction is being given in the most progressive schools, and in agri-

cultural districts the facts of agriculture are being taught, to which has been added the use of tools, with practical instruction in garden plants. In addition to drawing and needlework, the elements of cookery and household management are being taught extensively to girls. The above subjects influence the prospective life work of the scholars and prepare them on becoming apprentices to take up in the evening classes the special subjects of science and art which have a bearing on their daily occupation.

"It has been said by the critics and those candid friends who are ever ready to throw cold water on this movement, that the value of technical education first comes in with those 'who emerge from the class of manual workers,' the directors of labor, the foreman or those who work more with their brains than with their hands; and that while it may be prudent to spend public money on the training of the talented, it is a waste of money and of effort to attempt any widespread diffusion of technical education among the ordinary workmen. But our critics have never pointed to any method whereby the few may be selected from the mass. The sifting process must begin among the young, and it is not revealed to us when we see the children at the school, or even the apprentices at the workshop, how to distinguish those who will be the future brain workers or foremen. Professor Huxley said it was worth spending a million to discover a Faraday, and so to find the specially capable we must give facilities to all who will come. It must also be noted that it is not usual to find the foreman or even the adult workman in the class room. By the time that he has risen to a leading position he is no longer a student. In my own experience—going back many years—of the organization of evening classes in my own town that have been attended by thousands of artisans, I find that in the engineering shops, the building trades, factories, and large industrial establishments, the foremen, draughtsmen, brain-workers, and many employers now in middle life began their career as apprentices in the lower ranks of labour. But nearly the whole of these industrial leaders passed through the evening classes of the Keighley Institute, ten, twenty, or even more years ago, and if the technical classes in those days had only been open to foremen and brain workers they would have been excluded. Thestudents of to-day are youths and young men, most of whom are probably ordinary apprentices and workmen, but I have not the slightest hesitation in saying that from their ranks the future brain-workers, foremen, and employers in their various industries will rise, and those who may be destined to remain in the rank and file of the industrial army will be all the better as men for the wider cultivation and refinement which they obtained through their studies and reading."—*S. Smith, Member of the British Commission on Technical Education.*

Respecting the German system of technical education the following opinions of the principal of an English school are worth quoting :—

"Initially, the real and ultimate aim of true technical education should be set forth. The air just now is full of wild ideas about the general elevation of mankind, the approach of a sort of intellectual millenium, the appropriation of the commerce of the world, and numberless other topics of a similar character, but all of which are being paraded by so-called educationists as coming within the scope of a technical education. The proper test of technical education should be its commercial value, but there is considerable danger of that value being greatly overestimated. Attention is naturally directed to Germany, where such education has attained its, at present, highest development, and the prominent positions which Germans have in recent years acquired in the commercial world has caused many to assume that that position is due entirely to the system of education. The equalizing effects of the telegraph, of railways, and generally

of increased facilities for transport and correspondence are of course ignored. It is, however, more than questionable whether, if the German system of education had been applied in any other continental country, similar commercial progress would have resulted. The main causes of Germany's progress are to be found in the general industry of her sons, in the determination with which they pursue their objects, in the low rate of wages for which her workmen are content to labor, in the low profits which the masters are content to receive, in the general sense of discipline inspired by her military system, in the greater relative power of capital as compared with labor, in the influence of a fostering government, in their general business capabilities, and last, but not least, in the way in which they utilize their technically trained men."

IX. Patriotism.

The last year has been a notable one in the history of the British Empire. The events which have transpired in South Africa have brought the attention of our people to those interests felt wherever the British flag floats. The spirit of loyalty and devotion to the nation has been evinced by the alacrity with which Canadians have undertaken their share in the maintenance of Imperial institutions. The love of Canadians for British institutions has been tested in a manner, which it is hoped may not soon be required again. More recently the death of our beloved Queen has caused all our people to prize more than ever the advantages resulting from her long and beneficient reign. It would be out of place here to enlarge upon the advances which civilization has made during the Victorian era. It would be in order, however, if necessary, to allude to the marvellous progress made in education during the last sixty-four years of British history. It is especially gratifying that in all matters pertaining to the intellectual, and especially to the moral, improvement of the race, the late reign will ever be a memorable one in the annals of British history. The words of Charles Dudley Warner, who says that "a great nation is made only by worthy citizens," should be remembered by the youth of our country. It would be extremely fitting to perpetuate in our schools the memory of Queen Victoria, by having Empire Day always duly celebrated hereafter. Already it has been of value in directing the attention of the pupils of our schools to the magnificent heritage left to the rising generation. If children are frequently reminded of what constitutes the chief glory of the Empire, their love for British institutions will continue to be cultivated, and their desires to become worthy citizens will be intensified. The noblest aim of education should be to teach the young how to make the best of life. Good citizenship stands inseparably connected with the family, and it should be a main purpose of the school to promote those high moral principles which are inseparable from the best home training. Unless the pupils attending our schools are obedient to parents and teachers, all efforts to promote patriotism will have little avail. Every child attending our schools should be actuated by the highest spirit of patriotism, but it should never be forgotten that by having well ordered homes, and well disciplined schools, the prospects of good citizenship are best assured. The Anglo-Saxon race has been distinguished from its historic beginnings for its love of personal liberty, and it is under British institutions that the blessings of personal liberty may be realized in its highest and best sense. If the young men trained in our schools become examples of sobriety, industry, honesty and fidelity to principle, we may expect to have a population able to cope with those difficulties which so often beset the national weal. The home, together with the school, is the birthplace of true patriotism; and true patriotism is the most import-

ant characteristic for the up-building of any nation. Canadians need not be advised to love their country. Their admiration for British rule has more than once been tested. It should not be forgotten, however, that love of country, to be a real help and safeguard, must be a sentiment high enough to be moral in range and quality. The teachers of our schools may well remind their pupils that the truest and most useful citizens are those who invigorate and lift the nation by doing whatever duty devolves upon them, truthfully and manfully. Canada may well take a hopeful view of the future if a genuine love of religion and truth permeates the training given to the rising generation. With such a spirit may the reign of the new King be entered upon by all the pupils of our schools. In this way the highest patriotism may be manifested, and that person may be regarded as the best patriot who seeks to aid in all movements that look to the instruction, the elevation and the permanent betterment of all our citizens.

X. Conclusion.

In the foregoing remarks I have referred to a few of the topics that have, within the last year, engaged the attention of the Education Department. It is unnecessary to add that there are other subjects which are also pressing for consideration. Among them I deem the most important that of promoting the higher status of the teacher. All the provisions respecting courses of study have less significance in the interest of the schools than the best means of providing a class of teachers eminently qualified for their duties. The organization of the Ontario Normal College has enabled the province to secure High School teachers who are probably academically and professionally as well qualified as the teachers of secondary schools in any other country. The main difficulty regarding the question as it pertains to Public Schools, is the short time which the average teacher remains in the profession. Young men of ability can scarcely be expected to continue teaching unless higher salaries are paid. In Ontario, as in most places on this continent, the majority of teachers of elementary schools are women. For obvious reasons, the teaching profession, so far as concerns public schools, is, therefore, lacking in permanency. The abolition of the Primary examination was doubtless a step in the right direction. With the higher qualifications required, the large surplus of teachers noticed a few years ago has disappeared ; indeed, in a few parts of the Province a scarcity of Public School teachers has arisen. The excellence of the training which is given to Public School teachers is well recognized. The advantages of lengthening the term of the Normal Schools, as well as that of the County Model Schools, have long been apparent. Several related questions have, however, to be carefully considered before changes of this kind are made. It would be desirable if the holders of Third Class certificates could be limited to certain schools ; and the better positions open only to those who hold higher grades of certificates. If a change were made regarding the distribution of the legislative and municipal grants, so as to give greater inducements to trustees for engaging Second or First Class teachers, something might be accomplished. A change of this kind can only be secured if supported by public opinion. The opening of the third Normal School (London) has not done all that is to be desired in meeting present needs. If the Province were in a position to erect another one all four could readily be filled with students.

Some modifications of the present course of study for High and Public Schools, as well as for teachers' certificates, will doubtless be necessary before long. It is hoped that

after 1902 a course of study may be prescribed which will be warranted by the experience gained during the last few years. In this connection attention is directed to the report of Inspector Seath who, at my request, visited several of the schools in the United States ; and his opinions regarding Manual Training, Domestic Science and modifications of the courses of study for schools, will warrant careful examination. I hope a careful perusal will also be made of the reports from the University and the School of Practical Science.

I have the honour to be,
Your Honour's obedient servant,
RICHARD HARCOURT,
Minister of Education.

Education Department,
Toronto, February, 1901.

APPENDICES.

APPENEIX A.

STATISTICAL TABLES.

I —TABLE A.—The

Counties. (Including incorporated villages but not cities or towns.)	School population.—Pupils						
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
1 Brant	4,417	7	3,304	.....	3,311	1,750	1,561
2 Bruce	14,425	22	11,691	5	11,718	6,208	5,510
3 Carleton	9,264	20	6,899	7	6,926	3,697	3,229
4 Dundas	5,570	43	4,629	2	4,674	2,412	2,262
5 Dufferin	5,121	25	4,879	4	4,908	2,611	2,297
6 Durham	5,520	15	4,938	2	4,955	2,575	2,380
7 Elgin	7,900	28	6,630	2	6,660	3,452	3,208
8 Essex	11,488	26	8,664	4	8,694	4,476	4,218
9 Frontenac	6,581	47	5,717	2	5,766	3,015	2,751
10 Glengarry	5,181	17	4,160	1	4,178	2,217	1,961
11 Grey	15,726	109	13,951	11	14,071	7,308	6,763
12 Haldimand	5,678	29	4,635	1	4,665	2,490	2,175
13 Haliburton, N. E. Muskoka, S. Nipissing & E. Parry Sound.	6,865	61	5,449	5	5,515	2,866	2,649
14 Halton	5,038	.....	3,684	.....	3,684	1,908	1,776
15 Hastings	11,519	36	9,208	4	9,248	4,782	4,466
16 Huron	15,639	14	11,595	5	11,614	6,086	5,528
17 Kent	10,613	34	8,902	3	8,939	4,687	4,252
18 Lambton	12,215	31	10,001	3	10,035	5,206	4,829
19 Lanark	6,265	18	4,600	2	4,620	2,354	2,266
20 Leeds and Grenville	11,043	46	9,523	5	9,574	4,903	4,671
21 Lennox and Addington	5,401	33	4,786	1	4,820	2,493	2,327
22 Lincoln	5,214	15	3,983	.....	3,998	2,091	1,907
23 Middlesex	12,434	16	9,973	3	9,992	5,225	4,767
24 Norfolk	8,796	35	6,359	2	6,396	3,361	3,035
25 Northumberland	8,308	10	6,295	1	6,306	3,279	3,027
26 Ontario	8,817	24	7,504	.....	7,528	4,055	3,473
27 Oxford	9,650	2	7,433	1	7,436	3,816	3,620
28 Peel	5,655	2	4,312	3	4,317	2,287	2,030
29 Perth	9,298	26	6,989	2	7,017	3,786	3,231
30 Peterborough	7,469	21	5,563	2	5,586	2,906	2,680
31 Prescott and Russell	11,364	35	5,703	1	5,739	2,965	2,774
32 Prince Edward	3,354	18	3,059	3	3,080	1,553	1,527
33 Renfrew	11,195	61	7,813	6	7,880	4,015	3,865
34 Simcoe and W. Muskoka	18,011	48	16,158	7	16,213	8,557	7,656
35 Stormont	5,426	51	4,238	1	4,290	2,265	2,025
36 Victoria and S. E. Muskoka	8,218	33	7,263	3	7,299	4,013	3,286
37 Waterloo	9,511	6	7,048	2	7,056	3,806	3,250
38 Welland	6,293	29	5,374	.....	5,403	2,793	2,610
39 Wellington	13,995	20	8,630	3	8,653	4,610	4,043
40 Wentworth	6,998	2	5,194	1	5,197	2,751	2,446
41 York	14,164	33	11,872	4	11,909	6,413	5,496
42 District of Algoma	7,383	32	6,119	9	6,160	3,131	3,029
43 " N. Nipissing	2,134	18	1,940	.....	1,958	1,005	953
44 " W. Parry Sound	2,368	17	2,230	.....	2,247	1,133	1,114
45 Moose Fort	66	1	60	.....	61	21	40
Total	377,490	1,216	298,957	123	300,296	157,333	142,963
Cities.							
1 Belleville	2,603	.....	1,489	.....	1,489	749	749
2 Brantford	2,972	.....	2,651	.....	2,651	1,361	1,290
3 Chatham	2,391	.....	1,624	.....	1,624	796	828
4 Guelph	3,309	.....	1,749	1	1,750	882	868
5 Hamilton	13,450	1	8,785	2	8,788	4,443	4,345
6 Kingston	5,780	.....	2,590	.....	2,590	1,269	1,321
7 London	10,045	.....	6,150	.....	6,150	3,134	3,016
8 Ottawa	16,307	.....	5,076	.....	5,076	2,696	2,380
9 St. Catharines	2,810	.....	1,528	.....	1,528	756	772
10 St. Thomas	4,827	.....	2,177	.....	2,177	1,082	1,095
11 Stratford	2,907	.....	1,568	.....	1,568	796	772
12 Toronto	50,918	16	29,865	4	29,885	14,998	14,887
13 Windsor	3,378	1	2,234	.....	2,235	1,162	1,073
Total	121,697	18	67,486	7	67,511	34,115	33,396

Public Schools.

attending the public schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to the whole year.	Number of children 8 to 14 (inclusive) who did not attend any school during the year.	Number of children 8 to 14 (inclusive) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
1	240	411	638	776	1,112	134	2	454	1,886	57
2	974	1,483	2,392	2,921	3,687	261	53	1,962	6,094	52
3	670	1,067	1,592	1,676	1,848	73	77	1,803	3,379	49
4	432	526	919	1,143	1,599	55	17	813	2,549	55
5	622	911	1,215	1,227	879	54	21	1,156	2,242	46
6	461	674	1,090	1,198	1,364	168	59	786	2,590	52
7	454	749	1,374	1,527	2,333	223	22	801	3,743	56
8	856	1,366	2,132	2,251	2,035	54	338	2,258	4,081	47
9	863	997	1,429	1,266	1,112	99	57	1,368	2,508	43
10	493	652	1,046	1,049	900	38	31	1,186	1,925	46
11	1,460	2,194	3,134	3,514	3,461	308	210	2,636	6,219	44
12	263	518	789	1,132	1,697	266	42	578	2,930	63
13	849	1,140	1,435	1,141	889	61	36	1,839	2,261	41
14	240	477	739	991	1,192	45	7	509	2 002	54
15	959	1,410	1,924	2,272	2,520	163	65	2,047	4,729	51
16	688	1,292	2,132	3,017	4,172	313	32	1,517	6,744	58
17	872	1,297	1,882	2,121	2,588	179	31	1,764	4,504	50
18	793	1,228	1,900	2,434	3,539	141	40	1,926	5 457	54
19	391	588	945	1,161	1,427	108	27	850	2,445	53
20	984	1,470	2,053	2 229	2,586	252	60	1,938	4,841	51
21	614	805	1,038	1,085	1,203	75	62	1,285	2,244	47
22	338	543	796	953	1,305	63	8	811	2,204	55
23	679	1,158	1,828	2,694	3,491	142	27	1,749	5,658	57
24	659	999	1,288	1,494	1,769	187	10	1,049	3,195	50
25	530	849	1,211	1,573	1,954	189	26	1,097	3,302	52
26	576	1,047	1,591	1,919	2,234	161	21	1,145	3,956	53
27	525	902	1,361	1,780	2,563	305	2	962	4,282	58
28	315	619	929	1,135	1,241	38	.....	670	2,115	49
29	443	802	1,439	1,812	2,317	174	14	872	3,858	55
30	495	774	1,316	1,389	1,529	83	48	1,104	2,861	51
31	668	892	1,490	1,330	1,286	73	102	1,822	2,665	46
32	272	486	557	774	889	102	12	453	1,607	52
33	925	1,320	1,989	1,899	1,613	134	.....	1,803	3,821	45
34	1,329	2,619	3,852	3 844	3,898	671	87	2,899	7,950	49
35	451	649	903	1,075	1,123	89	5	839	2,105	49
36	873	1,228	1,805	1,697	1,550	146	4	540	3,536	48
37	268	649	1,232	1,587	3,073	247	11	1,030	4,431	63
38	389	755	1,198	1,310	1,625	126	13	793	2,843	53
39	576	1,078	1,746	2,404	2,739	110	27	1,436	4,727	55
40	354	664	1,179	1 303	1,591	106	2	820	2,756	53
41	932	1,575	2,716	2,934	3,555	197	22	1,794	6,397	54
42	965	1,107	1,544	1,321	1,125	98	120	1,632	2,664	43
43	290	324	417	421	479	27	29	442	775	40
44	340	513	584	381	396	33	26	726	878	39
45	5	15	21	20	.....	.....	1	41	41	67
	27,375	42,852	64,800	73,180	85,518	6,571	1,906	56,005	153,700	51
1	59	151	280	317	682	.....	.....	105	906	61
2	77	185	473	564	1,352	.....	.....	374	1,909	72
3	71	151	247	358	797	.....	.....	409	1,083	67
4	31	92	250	305	1,072	.....	.....	.....	1,260	72
5	171	500	1,229	1,451	5,437	.....	.....	.....	6,078	69
6	36	148	296	501	1,609	.....	.....	.....	1,989	77
7	180	403	890	1,332	3,345	.....	.....	574	4,219	69
8	167	429	934	1,017	2,529	.....	.....	733	3,452	68
9	64	124	273	302	765	.....	.....	66	1,006	66
10	49	125	337	445	1,221	.....	.....	30	1,597	73
11	36	93	252	269	918	.....	.....	145	1,127	72
12	882	1,793	4,480	4,955	17,775	.....	.....	.....	23,538	79
13	119	154	334	410	1,218	.....	.....	296	1,646	74
	1,942	4,348	10,275	12,226	38,720	.....	.....	2,732	49,810	74

I.—TABLE A.—The

Towns.	School Population.—Pupils						
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.
1 Alliston	375	.....	353	.....	353	168	185
2 Almonte	977	.....	400	1	401	210	191
3 Amherstburg	642	.....	285	.....	285	157	128
4 Arnprior	884	.....	577	.....	577	293	284
5 Aurora	445	.....	332	.....	332	176	156
6 Aylmer	543	.....	449	.....	449	220	229
7 Barrie	1,308	.....	1,286	.....	1,286	656	627
8 Berlin	2,869	.....	1,411	.....	1,411	744	667
9 Blenheim	563	.....	444	.....	444	229	215
10 Bothwell	241	.....	210	.....	210	108	102
11 Bowmanville	694	.....	513	.....	513	251	262
12 Bracebridge	876	.....	871	.....	871	430	441
13 Brampton	611	.....	539	.....	539	297	242
14 Brockville	2,872	.....	1,349	.....	1,349	693	656
15 Carleton Place	1,309	.....	870	.....	870	430	440
16 Clinton	526	.....	510	.....	510	270	240
17 Cobourg	1,179	.....	599	.....	599	301	298
18 Collingwood	1,790	.....	1,281	...	1,281	650	631
19 Cornwall	1,105	2	644	.....	646	320	326
20 Deseronto	1,112	.....	657	.....	657	333	324
21 Dresden	473	.....	426	.....	426	201	225
22 Dundas	821	.....	572	1	573	315	258
23 Durham	420	.....	395	.....	395	205	190
24 Essex	412	.....	363	.....	363	181	182
25 Forest	454	1	328	.....	329	165	164
26 Fort William	871	.....	764	....	764	380	384
27 Galt	1,789	.....	1,456	.....	1,456	755	701
28 Gananoque	1,116	.....	739	.....	739	403	336
29 Goderich	1,109	.....	711	.....	711	359	352
30 Gore Bay	*733	.....	269	4	273	120	153
31 Gravenhurst	*762	1	755	.....	756	394	362
32 Harriston	491	1	372	.....	373	199	174
33 Hawkesbury	700	1	128	....	129	67	62
34 Ingersoll	1,229	.....	825	.....	825	394	431
35 Kincardine	628	.....	471	.....	471	228	243
36 Leamington	558	.....	531	.....	531	256	275
37 Lindsay	1,455	.....	1,083	....	1,083	560	523
38 Listowel	*851	.....	647	.....	647	336	311
39 Little Current	193	.....	166	.....	166	77	89
40 Mattawa	472	.....	111	.....	111	48	63
41 Meaford	534	.....	388	.....	388	206	182
42 Midland	*800	.....	698	.....	698	346	352
43 Milton	445	.....	367	.....	367	176	191
44 Mitchell	*671	.....	429	.....	429	214	215
45 Mount Forest	508	.....	482	....	482	283	199
46 Napanee	779	.....	652	.....	652	329	323
47 Newmarket	466	.....	400	.....	400	195	205
48 Niagara	*340	.....	284	.....	284	145	139
49 Niagara Falls	*840	.....	639	.....	639	324	315
50 North Bay	696	.....	441	1	442	212	230
51 North Toronto	*600	.....	472	.....	472	224	248
52 Oakville	430	.....	328	.....	328	166	162
53 Orangeville	593	.....	524	.....	524	234	290
54 Orillia	1,581	.....	1,081	.....	1,081	528	553
55 Oshawa	1,163	.....	779	.....	779	368	411
56 Owen Sound	1,895	.....	1,409	.....	1,409	695	714
57 Palmerston	586	.....	453	.....	453	226	227
58 Parkhill	480	.....	270	.....	270	141	129
59 Paris	944	.....	580	.....	580	309	271
60 Parry Sound	1,021	.....	699	.....	699	364	335
61 Pembroke	*1,156	.....	655	.....	655	342	313

Public Schools.

attending the Public School.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children 8 to 14 (inclusive) who did not attend any school during the year.	No. of children 8 to 14 (inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
1	24	29	82	83	135	.....	.....	65	227	64
2	13	30	77	104	177	.....	.....	31	259	65
3	17	25	65	50	128	.....	.....	40	170	60
4	21	41	81	114	320	.....	.....	65	407	71
5	15	25	62	72	158	.....	.....	49	215	65
6	13	38	75	95	228	.....	.....	75	302	67
7	64	142	264	252	564	.....	.....	178	764	59
8	14	50	125	243	979	.....	.....	135	1,054	75
9	24	35	75	100	210	.....	.....	44	277	62
10	11	26	55	42	76	.....	.....	36	125	60
11	11	17	63	113	309	.....	.....	44	364	71
12	56	133	392	226	64	.....	.....	264	401	46
13	15	41	74	118	291	.....	.....	40	362	67
14	37	90	186	286	750	.....	.....	129	935	69
15	23	61	160	258	368	.....	.....	43	556	64
16	8	46	63	118	275	.....	.....	10	350	69
17	21	51	93	145	289	.....	.....	31	389	65
18	72	129	234	351	494	1	.....	250	799	62
19	34	37	118	148	309	.....	.....	78	422	65
20	17	31	96	146	367	.....	.....	44	464	71
21	26	33	75	62	228	2	12	54	284	67
22	14	32	74	112	341	.....	.....	42	446	78
23	15	28	51	88	213	.....	.....	41	263	67
24	12	42	68	90	151	.....	.....	65	220	61
25	6	25	55	69	174	.....	.....	40	226	69
26	58	82	146	184	294	.....	.....	.....	444	58
27	34	74	199	282	867	.....	.....	136	1,043	72
28	34	58	96	147	404	.....	.....	51	507	69
29	14	35	94	160	408	.....	.....	.....	515	72
30	30	33	100	64	46	.....	.....	28	126	46
31	58	112	271	195	120	.....	.....	.....	342	45
32	16	25	61	104	167	.....	.....	46	232	62
33	7	14	26	32	50	.....	.....	14	80	62
34	30	73	142	174	406	.....	.....	163	535	65
35	13	33	80	162	183	.....	.....	.....	298	63
36	21	44	82	133	251	.....	.....	61	361	68
37	28	58	145	212	640	.....	.....	62	785	72
38	29	56	99	131	332	.....	.....	85	434	67
39	15	20	45	35	51	.....	4	20	84	51
40	5	21	16	22	47	.....	.....	15	63	57
41	22	21	77	102	166	.....	.....	50	241	62
42	47	77	170	144	260	.....	.....	176	398	57
43	7	21	55	65	219	.....	.....	26	258	70
44	12	31	67	104	213	2	.....	24	279	65
45	14	32	75	110	251	.....	.....	95	328	68
46	34	55	121	142	300	.....	.....	29	420	64
47	18	31	73	90	188	.....	.....	27	248	62
48	25	42	84	86	47	.....	.....	32	135	48
49	25	39	96	137	342	.....	.....	87	461	72
50	39	40	110	117	136	.....	.....	158	264	57
51	29	50	96	117	180	.....	.....	104	273	58
52	13	23	54	68	170	.....	.....	29	220	67
53	22	39	97	131	235	.....	.....	77	316	60
54	37	78	198	251	517	.....	2	84	745	69
55	22	54	144	156	403	.....	.....	141	515	67
56	56	98	192	290	756	17	6	62	978	69
57	13	40	63	104	233	.....	.....	16	301	66
58	7	20	40	62	141	.....	.....	.....	179	66
59	19	42	101	175	222	11	.....	.....	375	65
60	63	57	150	160	2 9	.....	.....	102	420	60
61	18	35	99	165	3 6	2	.....	64	453	69

I.—TABLE A.—The

Towns.—*Con.*	School Population.—Pupils						
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
62 Penetanguishene	752	.....	345	.....	345	169	176
63 Perth	1,037	.....	574	.....	574	284	290
64 Peterborough	2,731	.....	1,690	.....	1,690	847	843
65 Petrolea	1,211	.....	1,036	.....	1,036	520	516
66 Picton	868	2	626	.....	628	321	307
67 Port Arthur	758	.....	493	.....	493	251	242
68 Port Hope	1,050	.....	843	.....	843	412	431
69 Prescott	443	.....	404	.....	404	194	210
70 Preston	657	.....	372	.....	372	198	174
71 Rat Portage	*1,031	.....	1,023	.....	1,023	556	467
72 Renfrew	940	.....	478	.....	478	235	243
73 Ridgetown	*665	.....	500	.....	500	256	244
74 Sandwich	437	.....	325	.....	325	152	173
75 Sarnia	2,181	2	1,381	.....	1,383	690	693
76 Sault St. Marie	940	.....	749	.....	749	394	355
77 Seaforth	694	.....	431	.....	431	223	208
78 Simcoe	667	.....	504	.....	504	277	227
79 Smith's Falls	1,350	.....	1,015	.....	1,015	506	509
80 Stayner	*374	.....	315	...	315	151	164
81 Sturgeon Falls	323	1	124	.....	125	72	53
82 St. Mary's	907	.....	805	.....	805	397	408
83 Strathroy	717	.....	563	.....	563	282	281
84 Sudbury	225	.....	219	.....	219	103	116
85 Thessalon	*262	.....	220	.....	220	112	108
86 Thornbury	249	.....	202	.....	202	108	94
87 Thorold	611	.....	346	.....	346	180	166
88 Tilsonburg	632	.....	443	.....	443	220	223
89 Toronto Junction	1,780	.....	1,674	.....	1,674	865	809
90 Trenton	1,110	.....	663	.....	663	339	324
91 Uxbridge	*724	.....	408	.....	408	198	210
92 Vankleek Hill	600	.....	205	.....	205	105	100
93 Walkerton	828	.....	523	.....	523	255	268
94 Walkerville	320	.....	254	.....	254	128	126
95 Wallaceburg	903	.....	627	3	630	322	308
96 Waterloo	928	.....	641	.....	641	319	322
97 Welland	409	1	408	.....	409	215	194
98 Whitby	*802	.....	443	.....	443	240	203
99 Wiarton	593	.....	561	.....	561	291	270
100 Wingham	669	.....	510	.....	510	248	262
101 Woodstock	1,800	.....	1,733	.....	1,733	874	859
Total	87,163	12	61,398	10	61,420	31,118	30,302
Totals.							
1 Counties, etc.	377,490	1,216	298,957	123	300,296	157,333	142,963
2 Cities	121,697	18	67,486	7	67,511	34,115	33,396
3 Towns	87,163	12	61,398	10	61,420	31,118	30,302
4 Grand total, 1899	586,350	1,246	427,841	140	429,227	222,566	206,661
5 Grand total, 1898	591,300	1,297	435,227	203	436,727	227,361	209,366
6 Increase	.....	.....	.....	.....	.....	.....	.....
7 Decrease	4,950	51	7,386	63	7,500	4,795	2,705
Percentage	.....	.29	99.68	.03	.....	51.8	48.2

*Statistics of annual report of preceding year. NOTE.—In addition, there

Public Schools.

attending the Public Schools.

	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	No. of children (8 to 14 inc.) who did not attend any school during the year.	No. of children (8 to 14 inc.) who did not attend any school for 100 days during the year.	Average attendance of pupils.	Percentage of average to total attendance.
62	39	45	72	76	113	.....	.....	87	193	56
63	16	36	94	171	257	.....	.....	67	375	65
64	60	87	224	327	992	.....	.....	159	1,222	72
65	40	80	171	192	553	.....	.....	55	689	66
66	18	55	100	172	283	.....	.....	90	399	63
67	29	37	84	109	225	9	.....	35	317	64
68	12	43	92	175	521	.....	.....	58	625	74
69	22	35	68	87	192	.....	.....	49	261	65
70	9	27	58	66	212	.....	.....	37	259	70
71	63	102	231	215	412	.....	.....	195	610	60
72	28	43	74	107	226	.....	.....	56	297	62
73	23	30	75	100	272	.....	.....	65	338	68
74	29	43	85	82	86	.....	.....	25	162	50
75	69	123	214	285	692	.....	.....	165	879	64
76	56	105	152	140	296	.....	.....	137	438	58
77	22	28	51	102	228	.....	.....	48	293	68
78	10	48	98	117	231	.....	2	57	323	64
79	40	77	174	203	521	.....	.....	159	691	68
80	21	39	49	88	118	.....	.....	.....	194	62
81	16	21	30	32	26	.....	.....	18	59	47
82	27	79	325	266	108	.....	.....	48	393	49
83	13	31	74	134	311	.....	.....	21	398	71
84	13	31	50	61	64	.....	3	31	136	62
85	17	33	47	76	47	.....	.....	.....	120	55
86	13	23	37	44	85	.....	.....	32	124	61
87	14	28	54	80	170	.....	.....	19	203	59
88	18	37	85	91	212	.....	.....	91	272	61
89	101	215	355	378	625	.....	.....	310	916	55
90	42	56	117	154	294	.....	.....	140	395	60
91	20	36	71	97	184	.....	.....	.....	277	68
92	6	20	25	22	132	.....	.....	51	146	71
93	7	25	53	117	314	7	3	37	375	72
94	12	15	43	47	137	.....	.....	16	174	68
95	27	50	126	137	290	.....	.....	36	395	63
96	15	33	77	116	400	.....	.....	33	473	74
97	17	31	61	57	243	.....	.....	59	257	63
98	21	42	93	103	183	1	.....	.....	273	62
99	31	52	103	128	247	.....	.....	66	339	60
100	25	40	80	101	264	.....	.....	79	340	67
101	44	105	220	90	1,274	.....	.....	93	1,258	73
	2,622	4 936	10,819	13,443	29,498	52	32	6,677	39,815	65
1	27,375	42,852	64,800	73,180	85,518	6,571	1,906	56,005	153 700	51
2	1,942	4,348	10,275	12,226	38,720	.....	.....	2,732	49 810	74
3	2,622	4,936	10,819	13,443	29,498	52	32	6,677	39,815	65
4	31,939	52,186	85,894	98,849	153,736	6,623	1,938	65,414	243,325	57
5	31,864	53,778	86,379	97,212	156,809	10,685	2,565	67,070	247,780	57
6	75	.....	.....	1,637	.....	.....	.....	.....	.....	.....
7	.....	1,592	485	.....	3,073	4,062	627	1,656	4,455	.....
	7.5	12	20	23	36	1.5	.....	.....	.....	.....

were 11,262 Kindergarten pupils and 1,026 Night School pupils.

II.—TABLE B.—

Counties. (Including incorporated villages, but not cities or towns.	Number of pupils in the Reading. 1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Brant	576	429	704	768	644	190	3,311	3,311	3,311
2 Bruce	1,773	1,654	2 255	2,768	2,982	286	11,477	11,559	11,335
3 Carleton	1,571	905	1,421	1,378	1,294	357	6,539	6,704	6,280
4 Dundas	1,232	740	899	813	763	227	4,605	4,634	4,461
5 Dufferin	1,190	691	841	960	977	249	4,808	4,614	4,560
6 Durham	891	734	1,105	1,101	855	269	4,955	4,955	4,955
7 Elgin	1,335	916	1,306	1,161	1,350	592	6,568	6,594	6,519
8 Essex	2,547	1,603	1,776	1,450	1,126	192	8,340	8,567	8,229
9 Frontenac	1,390	826	1,018	1,131	1,263	138	5,624	5,656	5,483
10 Glengarry	1,227	629	946	635	634	107	4.178	4.178	4,110
11 Grey	3,304	2,190	3,032	3,019	1,992	534	13,558	13,636	13,313
12 Haldimand	921	669	876	891	1,107	201	4,587	4,633	4,224
13 Haliburton, N.E. Muskoka, S. Nipissing, and E. Parry Sound.	1,674	944	1,093	977	653	174	5,204	5,307	4,183
14 Halton	783	560	632	721	749	239	3,684	3,684	3,684
15 Hastings	2,455	1,667	1,924	1,638	1,227	337	8,988	9,084	8,792
16 Huron	1,852	1,484	2,256	2 542	2,593	887	11,216	11,439	11.034
17 Kent	2,149	1,382	1,754	1,601	1,507	546	8,708	8,796	8,620
18 Lambton	2,413	1,791	1,753	1,828	1,740	511	9,711	9,904	9,739
19 Lanark	1,124	768	873	953	724	178	4.620	4,620	4,620
20 Leeds and Grenville	2.094	1,320	1,772	1,899	2,102	387	9,211	9,064	7,234
21 Lennox & Addington	1,021	670	799	1,051	1,096	183	4.820	4,820	4,779
22 Lincoln	800	579	657	877	995	90	3,801	3,934	3,682
23 Middlesex	1,780	1,421	1,737	2,125	2,330	599	9,867	9,907	9,877
24 Norfolk	1,396	881	1,236	1,151	1,475	257	6,152	6,231	6,027
25 Northumberland	1,197	823	1,133	1,396	1,292	265	6,141	6,228	5 924
26 Ontario	1,418	1,071	1,269	1,674	1,699	397	7,113	7,292	6,926
27 Oxford	1,489	1,061	1,327	1,445	1,592	522	8,320	7,414	7,016
28 Peel	854	653	770	952	824	264	4,289	4,312	4,185
29 Perth	1,313	972	1,080	1,862	1,373	417	6,692	6,894	5,809
30 Peterborough	1,322	815	1.079	1,160	1,048	162	5,510	5,462	4,937
31 Prescott and Russell	1,915	954	1,021	954	717	178	5,554	5,702	5,375
32 Prince Edward	491	350	483	612	872	272	3,057	3,065	3,005
33 Renfrew	2,190	1,221	1,454	1.499	1,219	347	7,650	7,785	6,262
34 Simcoe & W. Muskoka	3,800	2,619	3,094	3,096	2,679	925	15,523	15,789	15,297
35 Stormont	1,070	657	1,034	732	658	139	4,290	4,181	3,871
36 Victoria & SE Musk'ka	1,521	1,130	1.449	1,519	1,333	347	7,094	7,252	7,010
37 Waterloo	1,397	1,160	1,789	1.570	943	197	6,716	6,863	6,615
38 Welland	1,169	749	873	1,119	1,161	332	5,376	5,402	5,277
39 Wellington	1,724	1,283	1,497	1,811	1,902	496	8,445	8,575	8,117
40 Wentworth	977	671	896	1,284	1,092	277	5,063	5,125	5 071
41 York	2,700	1,779	2,201	2,559	2,253	417	11,689	11.752	11,275
42 District Algoma	1,748	1,036	1,224	1,158	863	131	5 713	5,837	5,535
43 " N. Nipissing	720	354	392	271	177	44	1 664	1,745	1,224
44 " W Parry S'nd	708	373	414	444	266	42	1,934	2,051	1,778
45 Moose Fort	10	7	9	10	18	7	56	51	21
Total	67,230	45,191	57,353	60,515	56,159	13,848	292 451	294,549	279,571
Cities.									
1 Belleville	349	195	247	339	359	.....	1,489	1,489	1,489
2 Brantford	575	341	401	801	530	.....	2,651	2.651	2,651
3 Chatham	353	285	366	328	292	.....	1,624	1,624	1,624
4 Guelph	340	236	235	458	349	132	1,750	1,745	1,689
5 Hamilton	2,065	1,175	1,242	2,272	1,559	475	8,137	8.788	8.788
6 Kingston	592	370	310	694	594	.....	2,590	2,590	2.590
7 London	1.200	993	1,282	1,278	1,397	.....	6,150	6,150	6 150
8 Ottawa	1,251	650	686	1,249	1,040	220	5.076	5,076	5,076
9 St. Catharines	387	293	223	393	232	.....	1 528	1,528	1,528
10 St. Thomas	601	269	394	481	432	.....	2,177	2,177	2,177
11 Stratford	295	232	261	383	397	.....	1,568	1,568	1,568
12 Toronto	5,360	3,522	6,920	6,649	5,243	2,191	29,885	29,885	29 635
13 Windsor	703	507	477	324	224	.....	2,235	2,235	2,235
Total	14,071	9,048	13,077	15,649	12,648	3,018	66,860	67,506	67,200

The Public Schools.

different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3,311	1,287	2,323	834	1,603	1,166	1,764	178	178	173	90	83	516
2	7,389	6,697	6,886	2,831	4,918	6,483	5,584	515	501	500	244	137	1,256
3	4,403	2,101	4,261	1,611	2,450	1,961	1,863	289	362	330	99	18	843
4	3,596	2,531	3,012	1,213	1,364	1,605	2,965	215	217	213	61	48	637
5	3,089	2,727	3,036	1,493	2,007	2,176	3,061	246	237	234	58	98	716
6	3,417	1,090	3,171	948	1,255	1,150	1,437	229	218	206	44	41	521
7	5,200	3,211	4,945	2,023	3,002	3,305	4,145	544	529	529	278	130	1,515
8	5,130	3,067	4,810	1,575	2,734	6,123	4,349	281	169	117	81	14	769
9	3,637	2,014	3,108	1,547	2,106	1,847	2,818	131	104	102	68	1	490
10	2,721	932	2,343	766	913	874	918	111	106	106	26	.....	258
11	9,747	6,291	9,005	2,730	5,336	8,630	6,912	658	510	518	163	79	1,946
12	3,609	2,320	3,163	1,473	1,756	1,689	2,811	229	181	169	149	104	1,078
13	2,533	1,810	2,374	1,283	1,717	1,720	1,207	165	196	126	61	31	359
14	2,574	1,071	2,332	1,010	1,563	1,558	1,813	229	218	216	19	5	652
15	5,405	4,193	5,297	1,561	2,990	4,613	5,459	1,081	274	269	105	32	931
16	8,956	5,314	7,715	3,341	5,439	4,125	4,408	881	833	815	219	148	2,331
17	5,203	4,698	5,581	2,195	2,772	3,557	4,569	563	530	524	163	64	1,772
18	6,261	4,836	6,559	2,346	3,936	4,375	4,999	490	477	477	132	133	1,371
19	2,935	766	2,568	1,067	1,508	1,184	2,329	221	168	169	62	58	443
20	5,176	4,903	4,090	4,392	3,449	3,292	977	393	384	166	18	914	411
21	3,389	1,267	3,103	1,912	2,074	2,607	2,366	285	119	113	24	8	1,055
22	2,828	1,196	2,527	1,212	1,518	1,461	1,829	124	79	58	1	1	784
23	7,538	6,108	6,757	3,223	4,047	5,427	5,443	566	520	525	46	68	2,672
24	4,439	3,734	3,722	1,760	2,164	2,380	3,537	262	242	233	56	34	1,463
25	4,814	2,450	4,173	1,368	1,798	2,023	2,276	350	232	236	29	8	556
26	4,809	2,361	4,571	2,145	2,640	2,445	2,418	381	351	334	46	18	1,280
27	5,214	2,309	4,801	2,159	3,041	2,925	2,792	530	491	439	216	115	1,182
28	3,143	2,048	2,727	1,285	1,947	1,857	2,714	273	273	273	77	83	604
29	4,433	4,717	4,055	1,812	2,514	1,819	4,606	241	239	239	98	2	1,337
30	4,133	1,692	3,655	1,381	1,969	2,084	2,254	176	138	135	117	67	679
31	3,089	1,540	2,929	1,028	1,552	1,766	3,357	226	183	177	22	14	490
32	2,488	1,021	2,379	1,201	1,339	1,790	1,558	277	235	224	102	57	740
33	4,177	1,280	3,865	1,729	2,288	2,163	1,378	350	319	313	25	49	435
34	10,327	6,731	9,792	4,131	6,210	5,555	10,186	1,121	931	899	180	210	2,512
35	2,924	1,072	2,573	848	945	1,402	1,490	165	134	134	121	19	293
36	4,740	2,261	4,354	1,788	2,617	2,285	2,582	351	333	324	88	81	720
37	5,411	3,431	4,497	785	2,119	1,830	1,878	184	158	141	27	4	517
38	3,793	1,414	3,533	1,816	2,312	1,241	1,379	302	298	291	86	38	715
39	5,906	3,310	5,262	2,468	3,765	3,275	3,304	446	391	384	41	76	1,602
40	3,779	1,679	3,482	1,740	2,138	1,635	1,879	280	256	235	107	36	1,423
41	8,669	5,195	8,562	2,920	3,838	3,866	5,026	375	370	338	113	62	974
42	3,693	1,977	3,199	1,213	2,082	1,799	1,970	194	105	97	24	11	654
43	735	395	622	296	386	287	534	55	31	36	.....	4	69
44	1,034	723	969	399	574	504	841	41	38	28	1	1	92
45	28	61	28	15	15	.....	21	4	.....	.....	.....	.....	.....
	200,366	121,831	182 716	76,879	108,510	116,878	132,006	15,208	12,863	12,165	3,787	3,172	41,663
1	935	422	969	359	698	698	1,489	.....	.....	.....	.....	.....	.....
2	2,651	2,651	1,735	530	1,109	2,651	2,651	.....	.....	.....	.....	.....	.....
3	1,474	1,624	1,277	620	620	543	1,624	.....	.....	.....	.....	.....	.....
4	1,322	1,689	1,718	349	807	807	1,689	132	.....	.....	.....	.....	.....
5	6,453	8,426	6,723	2,089	3,080	6,723	8,788	475	475	475	1,933	243	.....
6	1,824	2,112	1,803	594	938	1,119	2,590	.....	.....	.....	.....	.....	.....
7	6,150	6,150	2,808	841	2,162	6,150	6,150	.....	.....	.....	.....	.....	.....
8	2,509	1,570	2,509	1,260	1,260	5,076	5,076	220	220	220	.....	.....	.....
9	1,141	.....	1,141	232	398	398	.....	.....	.....	.....	.....	.....	.....
10	1,307	.....	1,411	432	913	913	2,177	.....	.....	.....	.....	.....	.....
11	1,105	1,084	973	397	661	1,106	1,568	.....	.....	.....	.....	.....	.....
12	29,327	27,507	28 912	4,936	7,624	18,391	29,036	4,193	2,066	1,053	487	385	570
13	1,513	843	1,235	224	548	2,235	1,568	.....	.....	.....	.....	.....	.....
	57,711	54,078	53,214	12,863	20,818	46,810	64,406	5,020	2,761	1,748	2,420	628	570

II.—TABLE B.—

Towns.	Number of pupils in the								
	Reading.								
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Alliston	74	37	53	83	36	70	353	353	353
2 Almonte	80	67	96	75	83	.....	401	401	354
3 Amherstburg	98	43	59	29	48	8	285	285	285
4 Arnprior	159	118	114	99	87	.....	577	577	577
5 Aurora	64	46	94	66	62	.....	332	332	332
6 Aylmer	55	79	115	82	118	.....	449	449	449
7 Barrie	277	165	305	267	225	47	1,286	1,286	1,286
8 Berlin	223	277	399	279	233	.....	1,411	1,411	1,411
9 Blenheim	79	102	117	52	51	43	444	444	439
10 Bothwell	32	45	33	42	25	33	210	210	210
11 Bowmanville	94	84	106	108	121	.....	513	513	513
12 Bracebridge	268	162	235	88	69	49	871	871	871
13 Brampton	123	74	105	126	111	.....	539	539	539
14 Brockville	311	178	335	330	195	.....	1,349	1,349	1,349
15 Carleton Place	287	128	134	161	160	.....	870	870	870
16 Clinton	86	94	97	119	114	.....	510	510	510
17 Cobourg	110	85	121	159	124	.....	599	599	599
18 Collingwood	349	136	244	235	317	.....	1,281	1,281	1,281
19 Cornwall	161	113	122	116	134	.....	646	646	646
20 Deseronto	240	121	128	78	90	.....	657	657	537
21 Dresden	112	80	45	70	70	49	426	426	416
22 Dundas	145	119	51	141	117	.....	573	573	573
23 Durham	67	66	73	57	62	70	395	395	395
24 Essex	115	55	76	52	65	.....	363	363	363
25 Forest	77	62	61	62	67	.....	329	329	329
26 Fort William	255	173	141	90	105	.....	764	764	764
27 Galt	321	149	326	331	308	21	1,456	1,456	1,456
28 Gananoque	161	104	181	161	132	.....	739	739	739
29 Goderich	109	112	152	226	112	.....	711	711	602
30 Gore Bay	43	30	71	65	37	27	273	273	258
31 Gravenhurst	271	156	125	105	99	.....	756	756	756
32 Harriston	66	.....	144	62	101	.....	373	373	373
33 Hawkesbury	25	17	23	21	43	.....	129	129	129
34 Ingersoll	187	100	224	170	144	.....	825	825	825
35 Kincardine	104	52	89	112	114	.....	471	471	471
36 Leamington	119	94	122	82	114	.....	531	531	531
37 Lindsay	246	120	240	276	201	.....	1,083	974	1,015
38 Listowel	182	67	77	182	127	12	647	647	647
39 Little Current	38	26	25	46	24	7	166	166	166
40 Mattawa	32	12	19	16	15	17	111	111	79
41 Meaford	112	41	94	78	63	.....	388	388	388
42 Midland	243	86	132	128	73	36	698	698	698
43 Milton	101	64	71	40	40	51	367	367	367
44 Mitchell	93	61	66	121	88	.....	429	429	429
45 Mount Forest	87	84	121	95	95	.....	482	482	482
46 Napanee	116	87	114	131	204	.....	652	652	652
47 Newmarket	106	43	92	83	71	.....	400	400	400
48 Niagara	58	13	72	72	69	.....	284	284	284
49 Niagara Falls	175	80	111	123	150	.....	639	639	639
50 North Bay	154	75	53	49	58	53	411	436	411
51 North Toronto	153	68	84	90	56	21	472	472	472
52 Oakville	87	65	55	69	52	.....	328	328	328
53 Orangeville	93	111	113	100	107	.....	524	524	524
54 Orillia	228	167	201	240	183	62	1,081	1,081	1,081
55 Oshawa	162	104	155	215	143	.....	779	779	779
56 Owen Sound	311	196	334	288	280	.....	1,409	1,409	1,409
57 Palmerston	110	67	62	90	69	55	453	453	453
58 Parkhill	44	39	35	77	75	.....	270	270	270
59 Paris	109	94	106	167	104	.....	580	580	580
60 Parry Sound	205	158	97	100	97	42	680	699	680

The Public Schools.

different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	353	200	353	152	220	245	353	40	75	75	25	35	.....
2	286	.....	211	83	122	83	.....	.....	.....	.....	.....	.....	.....
3	144	103	119	55	84	175	195	8	8	8	8	8	.....
4	300	391	418	87	138	418	577	.....	.....	.....	.....	.....	.....
5	332	270	332	62	128	332	270	.....	.....	.....	.....	.....	.....
6	394	268	343	81	132	132	449	.....	.....	.....	.....	.....	.....
7	1,172	1,141	959	539	483	826	1,188	682	45	45	25	.....	.....
8	911	911	512	122	230	233	1,411	.....	.....	.....	.....	.....	.....
9	308	124	308	94	140	195	57	35	43	40	6	14	.....
10	144	66	210	58	58	100	.....	33	33	33	33	33	.....
11	335	513	281	121	229	335	513	.....	.....	.....	.....	.....	.....
12	319	494	363	118	118	118	871	49	49	49	.....	14	.....
13	408	415	539	111	237	188	407	.....	.....	.....	.....	.....	.....
14	860	.....	1,038	355	355	525	1,349	.....	.....	.....	.....	.....	.....
15	530	.....	397	160	254	160	191	.....	.....	.....	.....	.....	.....
16	530	510	233	72	233	72	510	.....	.....	.....	.....	.....	.....
17	404	317	396	124	227	124	130	.....	.....	.....	.....	.....	.....
18	979	1,215	671	462	552	1,210	1,281	.....	.....	.....	.....	.....	.....
19	462	646	646	134	190	646	646	.....	.....	.....	.....	.....	.....
20	296	382	417	120	168	168	481	.....	.....	.....	.....	.....	.....
21	280	328	280	138	189	160	.....	39	49	49	20	10	.....
22	309	573	428	137	258	573	573	.....	.....	.....	.....	.....	.....
23	328	.....	328	132	189	242	328	70	70	70	50	20	.....
24	363	363	363	65	117	363	363	.....	.....	.....	.....	.....	.....
25	190	329	329	67	129	129	216	.....	.....	.....	.....	.....	.....
26	538	543	452	55	195	308	543	.....	.....	.....	.....	.....	.....
27	1,077	1,456	1,077	266	606	1,456	369	21	21	21	.....	.....	.....
28	578	375	739	132	293	474	198	.....	.....	.....	.....	.....	.....
29	490	711	338	156	196	112	711	.....	.....	.....	.....	.....	.....
30	135	.....	122	57	83	75	103	12	27	27	12	15	.....
31	329	.....	329	99	204	329	187	.....	.....	.....	.....	.....	.....
32	307	307	250	101	198	198	198	.....	.....	.....	.....	.....	.....
33	94	.....	77	32	41	41	129	.....	.....	.....	.....	.....	.....
34	825	825	583	144	247	825	825	.....	.....	.....	.....	.....	.....
35	373	175	423	114	226	337	.....	114	.....	.....	.....	.....	.....
36	338	531	393	114	196	393	475	.....	.....	.....	.....	.....	.....
37	774	606	806	201	326	201	355	.....	.....	.....	.....	.....	.....
38	398	617	398	139	201	398	.....	12	12	12	.....	.....	12
39	166	166	166	76	76	101	165	7	7	7	.....	4	77
40	67	111	79	48	48	32	111	13	17	17	.....	4	13
41	388	388	388	63	187	388	388	.....	.....	.....	.....	.....	.....
42	475	698	504	205	237	369	698	36	36	36	.....	36	.....
43	367	367	131	91	131	367	367	51	51	51	.....	12	20
44	275	93	275	88	142	88	.....	.....	.....	.....	.....	.....	.....
45	311	.....	395	142	190	311	482	.....	.....	.....	.....	.....	.....
46	612	51	612	322	376	376	.....	.....	.....	.....	.....	.....	.....
47	400	400	400	71	132	251	400	.....	.....	.....	.....	.....	.....
48	213	144	253	69	141	141	143	.....	.....	.....	.....	.....	.....
49	464	.....	384	91	273	273	639	91	.....	.....	.....	.....	.....
50	129	399	351	154	154	298	442	22	53	53	.....	25	22
51	472	472	472	77	167	34	472	21	21	21	.....	.....	21
52	176	328	176	52	89	140	239	.....	.....	.....	.....	.....	.....
53	431	443	524	107	207	320	524	.....	.....	.....	.....	.....	.....
54	935	819	790	245	485	445	53	245	54	50	62	.....	.....
55	468	219	472	79	143	143	265	.....	.....	.....	.....	.....	.....
56	902	1,409	902	280	568	568	1,409	.....	.....	.....	.....	.....	.....
57	343	329	343	124	214	53	329	28	55	55	28	27	.....
58	187	225	152	75	152	152	.....	.....	.....	.....	.....	.....	.....
59	377	.....	271	104	208	580	.....	.....	.....	.....	.....	.....	.....
60	410	55	410	139	239	294	602	23	42	42	23	42	.....

II.—TABLE B.—

Towns.—*Con.*	Number of pupils in the								
	Reading.								
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
61 Pembroke	183	88	81	104	199	.....	655	655	655
62 Penetanguishene	112	77	62	47	42	5	345	345	156
63 Perth	120	59	124	145	126	.....	574	574	574
64 Peterborough	388	271	338	340	373	.....	1,690	1,690	1,690
65 Petrolea	277	146	160	243	220	.....	1,036	1,036	1,036
66 Picton	137	87	133	125	146	.....	628	628	628
67 Port Arthur	171	67	82	94	79	.....	493	493	493
68 Port Hope	192	150	179	152	170	.....	843	843	561
69 Prescott	194	72	63	60	105	.....	404	404	404
70 Preston	64	98	96	68	46	.....	372	372	372
71 Rat Portage	346	163	187	152	95	81	1,023	1,023	1,023
72 Renfrew	136	65	41	100	136	.....	478	478	478
73 Ridgetown	120	58	109	90	123	.....	500	500	500
74 Sandwich	97	32	104	59	33	.....	325	325	245
75 Sarnia	352	217	243	249	322	.....	1,383	1,383	1,383
76 Sault Ste. Marie	273	100	86	151	92	47	702	749	740
77 Seaforth	57	81	41	91	145	16	431	431	431
78 Simcoe	99	81	104	107	113	.....	504	504	504
79 Smith's Falls	334	131	205	188	157	.....	1,015	1,015	1,015
80 Stayner	93	36	47	60	35	44	301	311	301
81 Sturgeon Falls	40	17	31	17	16	4	124	124	120
82 St. Mary's	130	112	125	263	175	.....	805	805	563
83 Strathroy	116	98	124	92	133	.....	563	563	563
84 Sudbury	59	24	45	27	40	24	219	219	219
85 Thessalon	83	33	39	39	22	4	220	220	220
86 Thornbury	46	28	26	41	44	17	202	202	202
87 Thorold	67	57	64	82	76	.....	346	346	346
88 Tilsonburg	75	47	105	99	117	.....	443	443	443
89 Toronto Junction	461	329	277	309	294	4	1,674	1,674	1,674
90 Trenton	170	113	156	142	82	.....	663	663	663
91 Uxbridge	65	87	85	106	65	.....	408	408	408
92 Vankleekhill	51	18	37	41	58	.....	205	205	205
93 Walkerton	89	77	128	102	127	.....	523	523	523
94 Walkerville	51	45	47	52	59	.....	254	254	254
95 Wallaceburg	133	121	85	138	56	97	605	611	617
96 Waterloo	130	89	147	153	122	.....	641	641	641
97 Welland	75	81	64	106	83	.....	409	409	409
98 Whitby	97	49	77	110	110	.....	443	443	443
99 Wiarton	134	75	157	105	90	.....	561	561	561
100 Wingham	87	67	111	112	66	67	510	510	476
101 Woodstock	456	315	337	330	295	.....	1,733	1,733	1,733
Total	14,862	9,411	12,197	12,343	11,424	1,183	61,283	61,281	60,143
Totals.									
1 Counties, etc	67,230	45,191	57,353	60,515	56,159	13,848	292,451	294,549	279,571
2 Cities	14,071	9,048	13,077	15,649	12,648	3,018	66,860	67,506	67,200
3 Towns	14,862	9,411	12,197	12,343	11,424	1,183	61,283	61,281	60,143
4 Grand total, 1899	96,163	63,650	82,627	88,507	80,231	18,049	420,594	423,336	406,914
5 " 1898	98,565	65,163	82,707	89,360	81,753	19,179	422,987	428,207	410,468
6 Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Decrease	2,402	1,513	80	853	1,522	1,130	2,393	4,871	3,554
8 Percentage	22	15	19	21	19	4	98	99	95

The Public Schools.

different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
61	472	655	655	199	303	303	655	.....	.....	.....	.....	.....	.....
62	156	200	156	94	94	25	.....	5	5	5	5	.....	.....
63	395	.....	395	126	191	126	574	...	.....	.....	....	.....	.....
64	1,031	575	1,690	231	693	693	1,317	.....	.....	.....	.....	.....	.....
65	910	1,036	858	220	457	1,036	1,036	.....	.....	.....	.. ...	.....	.....
66	404	552	404	146	250	400	439	.. .	.....	.....	.....	.....	... ..
67	322	.....	255	79	170	79	.....	.....	.....	.....	....	.....	.....
68	501	618	501	170	245	322	322	.....	.....	.....	.....	.....	.....
69	404	404	404	165	165	165	404	.....	.... .	.....	. ...	. ..	.....
70	372	372	304	46	114	186	.....	.....	.....	.....	.....	.....	.....
71	515	806	347	328	328	945	1,023	49	81	81	81	46	.....
72	368	478	245	136	245	245	.....	.....	.....	.....	.....	.....	.....
73	380	422	380	213	169	169	422	.....	.... .	.....	....	....	.....
74	208	185	168	35	73	83	128	.....	.....	.....	.....	.....	.....
75	891	1,110	1,164	424	571	1,201	1,072	.....	.....	.....	.....	.....	.....
76	467	702	376	139	290	367	749	38	47	47	20	20	....
77	293	214	293	150	252	208	165	16	16	16	16	16	.....
78	504	504	210	113	210	344	504	.....	.....	.....	.....	.....	.....
79	1,015	1,015	1,015	157	234	1,015	1,015	.....	.....	....	.....	....	.....
80	172	107	182	75	104	65	.....	30	44	44	20	10	.....
81	124	.....	124	37	37	37	... .	.....	4	4	.....	4	.....
82	563	175	465	175	438	175	165	.....	.....	.....	.....	....	.....
83	349	563	349	89	225	563	563	1	....	.....	....	.....	.....
84	145	.....	219	57	91	67	.....	24	24	24	14	.....	.....
85	137	137	137	82	82	82	82	26	4	4	4	4	.....
86	202	202	202	61	102	202	202	17	17	17	17	17	.....
87	285	.....	282	76	158	221	.....	.....	.... .	.....	.....	.....	.....
88	368	443	321	162	162	273	443	.....	... .	.....	...	.....	.....
89	1,170	1,596	974	298	607	298	1,674	4	4	.....	.....	.....	.....
90	380	312	429	82	260	224	289	.....	.....	.....	.....	.....	.....
91	279	408	279	65	113	113	343	.....	.....	...	.....	.....	.....
92	205	106	205	99	99	99	205	.....	.....	.....	.....	.....	.....
93	357	166	523	127	229	523	366	.....	.....	.....	.....	.....	.....
94	254	51	203	59	111	254	45	.....	.....	.....	.....	.. ...	.....
95	593	630	630	136	204	194	630	80	97	97	80	70	.....
96	422	56	511	122	177	122	....	.....	.....	.....	.....	....	.....
97	327	.....	344	83	189	286	152	.....	.....	.....	.....	.....	.....
98	443	443	443	110	204	443	443	.....	.....	.....	.....	.....	.....
99	302	561	310	113	194	170	81	.....	.....	.....	.....	.....	.....
100	346	367	346	133	178	66	.....	67	47	47	47	44	.....
101	963	1,733	625	625	625	793	1,733	.....	.....	.....	.....	.....	.....
	43,755	40,255	42,834	13,998	22,394	31,867	41,333	2,009	1,158	1,151	596	530	165
1	200,366	121,831	182,716	76 879	108,510	116,878	132,006	15,208	12,863	12,165	3,787	3,172	41,663
2	57,711	54 078	53,214	12,863	20,818	46,810	61,406	5,020	2,761	1,748	2,420	628	570
3	43,755	40,255	42,834	13,998	22,394	31,807	41,333	2,009	1,158	1,151	596	530	165
4	301,832	216,164	278,764	103,740	151,722	195,495	237,745	22,237	16,782	15 064	6,803	4,330	42,398
5	314,181	220,048	289,499	108,565	155,123	201,812	231,973	23,129	17,985	17,567	4,486	3,416	1,244
6	.....	.....	.....	.....	.....	.....	5,722	.....	.....	.....	2,317	914	41,154
7	12,349	3,884	11,735	4,825	3,401	6,317	.....	892	1,203	2,503	.....	.....	.....
8	70	50	65	24	35	46	55	5	4	4	1.6	1	10

III.—TABLE C.—The

Counties (Including incorporated villages, but not cities or towns.)	Public School					
	Total number.			Average salaries.		
	Public School teachers.	Male.	Female.	Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
				$	$	$
1 Brant	68	26	42	575	386	297
2 Bruce	216	86	130	725	340	241
3 Carleton	136	50	86	600	341	263
4 Dundas	105	45	60	700	324	251
5 Dufferin	100	30	70	600	304	251
6 Durham	117	51	66	550	337	259
7 Elgin	125	52	73	690	363	278
8 Essex	142	63	79	650	385	288
9 Frontenac	150	38	112	450	261	216
10 Glengarry	83	22	61	550	310	242
11 Grey	255	96	159	705	332	252
12 Haldimand	99	41	58	700	344	271
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound	135	21	114	675	342	204
14 Halton	77	32	45	600	370	275
15 Hastings	203	58	145	700	345	250
16 Huron	221	111	110	700	353	251
17 Kent	150	48	102	600	383	277
18 Lambton	200	68	132	600	347	268
19 Lanark	130	18	112	600	284	228
20 Leeds and Grenville	260	64	196	700	289	228
21 Lennox and Addington	126	32	94	550	290	229
22 Lincoln	82	31	51	600	395	276
23 Middlesex	209	82	127	525	341	280
24 Norfolk	121	44	77	600	322	248
25 Northumberland	129	57	72	700	328	245
26 Ontario	140	62	78	800	359	262
27 Oxford	138	78	60	650	385	266
28 Peel	89	33	56	600	354	276
29 Perth	119	59	60	550	371	274
30 Peterborough	115	40	75	650	320	242
31 Prescott and Russell	114	30	84	*1,200	328	225
32 Prince Edward	82	34	48	550	298	242
33 Renfrew	151	29	122	500	284	216
34 Simcoe and W. Muskoka	295	140	155	750	336	251
35 Stormont	87	28	59	450	309	238
36 Victoria and S. E. Muskoka	168	57	111	575	321	231
37 Waterloo	135	64	71	750	412	267
38 Welland	103	40	63	720	371	263
39 Wellington	167	87	80	650	357	262
40 Wentworth	96	44	52	500	375	272
41 York	205	88	117	700	391	287
42 District of Algoma	138	55	83	750	308	252
43 " of N. Nipissing	48	10	38	500	310	215
44 " of W. Parry Sound	64	21	43	400	267	221
Total	6,093	2,265	3,828	800	344	251

* Plantagenet French

Public Schools.

teachers.

	Attended a Normal School.	Certificates.						
	Number of teachers who have attended a Normal School.	Total number of certificates.	Provincial 1st class.	Provincial 2nd class.	1st class old County Board.	2nd class old County Board.	3rd class.	Temporary certificates.
1	36	68	10	27	...	...	31	...
2	71	216	10	64	...	...	142	...
3	50	136	5	46	...	2	83	...
4	33	105	3	30	1	...	71	...
5	26	100	3	23	...	...	73	1
6	46	117	7	38	...	2	70	...
7	43	125	6	39	...	...	77	3
8	43	142	4	44	...	...	88	6
9	35	150	3	32	...	1	110	4
10	22	83	1	21	...	...	61	...
11	62	255	6	62	1	...	186	...
12	39	99	10	31	1	...	57	...
13	9	135	11	4	...	1	110	9
14	31	77	2	30	1	...	44	...
15	58	203	2	57	...	...	144	...
16	94	221	7	90	...	...	124	...
17	62	150	3	59	...	...	88	...
18	84	200	3	81	...	...	116	...
19	26	130	1	26	2	...	101	...
20	47	260	8	43	...	...	209	...
21	22	126	2	21	...	2	101	...
22	39	82	5	35	1	...	40	1
23	99	209	5	96	...	2	106	...
24	31	121	4	31	...	2	84	...
25	49	129	2	49	...	1	77	...
26	54	140	6	48	...	...	80	6
27	49	138	11	36	1	...	90	...
28	35	89	3	32	...	...	54	...
29	58	119	5	54	...	...	60	...
30	43	115	2	42	...	1	70	...
31	10	114	3	8	...	...	102	1
32	18	82	3	15	...	...	64	...
33	14	151	1	13	...	...	135	2
34	79	295	12	71	...	...	212	...
35	24	87	2	24	...	1	60	...
36	35	168	1	35	1	...	128	3
37	76	135	7	69	...	...	57	2
38	30	103	4	27	2	...	70	...
39	63	167	5	63	1	...	97	1
40	50	96	9	42	2	...	43	...
41	109	205	6	107	2	3	87	...
42	19	138	8	57	1	...	68	4
43	4	48	1	7	...	...	36	4
44	4	64	...	7	...	...	55	2
	1,931	6,093	212	1,836	17	18	3,961	49

training school.

III.—TABLE C.—

Cities.	Public School					
	Total number.			Average salaries.		
	Public School teachers.	Male.	Female.	Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
				$	$	$
1 Belleville	23	4	19	750	650	372
2 Brantford	44	4	40	1,100	656	365
3 Chatham	27	3	24	800	700	310
4 Guelph	31	8	23	1,150	562	338
5 Hamilton	149	16	133	1,200	897	408
6 Kingston	52	3	49	725	667	360
7 London	125	14	111	1,200	900	406
8 Ottawa	87	23	64	1,500	908	454
9 St. Catharines	25	3	22	900	708	373
10 St. Thomas	40	8	32	1,000	608	297
11 Stratford	23	....	23	575	.....	362
12 Toronto	551	68	483	1,500	926	497
13 Windsor	42	3	39	900	800	419
Total	1,219	157	1,062	1,500	854	438
Towns.						
1 Alliston	6	1	5	550	550	235
2 Almonte	10	2	8	600	525	313
3 Amherstburg	5	2	3	550	475	300
4 Arnprior	10	1	9	675	675	283
5 Aurora	5	1	4	750	750	306
6 Aylmer	8	1	7	600	600	312
7 Barrie	21	6	15	900	548	303
8 Berlin	21	5	16	1,100	658	282
9 Blenheim	8	2	6	650	460	291
10 Bothwell	4	1	3	500	500	267
11 Bowmanville	9	2	7	700	575	336
12 Bracebridge	8	1	7	600	600	253
13 Brampton	10	1	9	800	800	317
14 Brockville	24	.....	24	500	.....	334
15 Carleton Place	14	2	12	650	575	257
16 Clinton	8	1	7	825	825	296
17 Cobourg	11	3	8	700	483	303
18 Collingwood	19	2	17	950	750	287
19 Cornwall	11	3	8	900	616	269
20 Deseronto	11	1	10	850	850	322
21 Dresden	8	1	7	650	650	282
22 Dundas	10	1	9	800	800	333
23 Durham	7	3	4	700	535	255
24 Essex	5	1	4	575	575	262
25 Forest	6	1	5	725	725	300
26 Fort William	11	2	9	900	750	361
27 Galt	23	3	20	1,000	833	363
28 Gananoque	12	2	10	1,000	725	290
29 Goderich	12	1	11	900	900	308
30 Gore Bay	4	2	2	575	462	235
31 Gravenhurst	9	2	7	600	450	261
32 Harriston	7	1	6	550	550	262
33 Hawkesbury	3	1	2	450	450	275
34 Ingersoll	13	2	11	900	610	313
35 Kincardine	9	2	7	850	675	275
36 Leamington	9	1	8	600	600	278
37 Lindsay	19	3	16	1,000	800	330
38 Listowel	9	1	8	575	575	271
39 Little Current	3	1	2	480	480	225
40 Mattawa	3	1	2	600	600	275
41 Meaford	8	1	7	600	600	260
42 Midland	11	2	9	650	525	244
43 Milton	7	1	6	750	750	297

The Public Schools.

teachers.

	Attended a Normal School.	Certificates.						
	No. of teachers who have attended a Normal School.	Total number of certificates.	Provincial 1st class.	Provincial 2nd class.	1st class old County Board.	2nd class old County Board.	3rd class.	Temporary certificates.
1	21	23	1	21			1	
2	35	44	4	38			2	
3	24	27	3	22			2	
4	22	31	4	20			7	
5	128	149	40	87	5	5	12	
6	51	52	6	46				
7	101	125	11	99			15	
8	86	87	25	62				
9	21	25	3	18	2	2		
10	32	40	3	29			8	
11	20	23		20			3	
12	545	551	77	468	6			
13	34	42	3	33	1		5	
	1,123	1,219	180	963	14	7	55	
1	5	6	1	4			1	
2	10	10	1	9				
3	2	5	2				3	
4	6	10	6				4	
5	5	5	1	4				
6	5	8	1	6			1	
7	19	21	3	18				
8	13	21	1	12			8	
9	5	8		5			3	
10	4	4		4				
11	8	9		8		1		
12	4	8		5			3	
13	10	10	1	9				
14	20	24	1	18			5	
15	5	14		6	1		7	
16	5	8	2	5			1	
17	10	11	2	7			2	
18	9	19		9			10	
19	10	11	1	10				
20	11	11	3	8				
21	4	8	3	1			4	
22	10	10	1	9				
23	4	7	2	3			2	
24	3	5	3				2	
25	6	6	1	5				
26	2	11	2	9				
27	21	23	2	20	1			
28	5	12	2	5			5	
29	12	12	2	10				
30	2	4	1	2			1	
31	3	9		3			6	
32	2	7	1	5			1	
33	3	3		3				
34	7	13	1	6	2		4	
35	4	9	1	4			4	
36	5	9		5			4	
37	19	19	2	17				
38	6	9	1	6			2	
39	1	3	1				2	
40	2	3	1	1			1	
41	5	8	1	4			3	
42	7	11	1	7			3	
43	5	7	1	4			2	

III.—TABLE C.—The

Public School

Towns.—*Con.*	Total number.			Average salaries.		
	Public School teachers.	Male.	Female.	Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
				$	$	$
44 Mitchell	7	1	6	600	600	300
45 Mount Forest	9	1	8	700	700	274
46 Napanee	10	1	9	800	800	297
47 Newmarket	6	1	5	600	600	315
48 Niagara	4	1	3	600	600	333
49 Niagara Falls	9	2	7	850	700	393
50 North Bay	8	3	5	700	533	220
51 North Toronto	7	2	5	575	487	373
52 Oakville	6	1	5	600	600	253
53 Orangeville	11	5	6	800	460	300
54 Orillia	18	4	14	900	600	300
55 Oshawa	14	.....	14	550	.....	337
56 Owen Sound	25	2	23	1,000	825	325
57 Palmerston	8	1	7	575	575	249
58 Parkhill	3	1	2	450	450	475
59 Paris	10	2	8	800	600	300
60 Parry Sound	11	3	8	700	533	256
61 Pembroke	11	3	8	875	592	262
62 Penetanguishene	5	1	4	500	500	212
63 Perth	10	1	9	1,000	1,000	269
64 Peterborough	30	6	24	.....	734	343
65 Petrolea	18	1	17	750	750	316
66 Picton	10	2	8	800	600	318
67 Port Arthur	7	1	6	900	900	347
68 Port Hope	16	2	14	1,000	800	298
69 Prescott	7	1	6	900	900	324
70 Preston	7	1	6	750	750	315
71 Rat Portage	16	6	10	1,000	692	445
72 Renfrew	8	1	7	825	825	314
73 Ridgetown	9	1	8	650	650	266
74 Sandwich	4	2	2	500	500	350
75 Sarnia	19	3	16	950	683	347
76 Sault Ste. Marie	11	3	8	900	612	309
77 Seaforth	7	1	6	750	750	302
78 Simcoe	8	2	6	800	725	354
79 Smith's Falls	15	2	13	700	550	267
80 Stayner	6	2	4	600	437	266
81 Sturgeon Falls	2	1	1	400	400	250
82 St. Mary's	9	1	8	725	725	287
83 Strathroy	9	2	7	850	725	318
84 Sudbury	4	1	3	550	550	300
85 Thessalon	4	2	2	500	430	255
86 Thornbury	5	1	4	475	475	270
87 Thorold	6	2	4	700	625	300
88 Tilsonburg	8	1	7	800	800	286
89 Toronto Junction	23	5	18	950	645	378
90 Trenton	9	3	6	600	400	300
91 Uxbridge	7	2	5	700	500	275
92 Vankleek Hill	4	1	3	750	750	325
93 Wilkerton	10	3	7	850	543	286
94 Walkerville	5	1	4	700	700	428
95 Wallaceburg	10	2	8	700	550	297
96 Waterloo	11	3	8	800	637	296
97 Welland	7	3	4	500	350	296
98 Whitby	9	2	7	950	775	7
99 Wiarton	8	1	7	550	550	8
100 Wingham	8	1	7	775	775	9
101 Woodstock	30	5	25	900	610	6
Total	1,009	190	819	1,100	617	306

Public Schools.

teachers.

Attended a Normal School.		Certificates.						
Number of teachers who have attended a Normal School.		Total number of certificates.	Provincial 1st class.	Provincial 2nd class.	1st class old County Board.	2nd class old County Board.	3rd class.	Temporary certificates.
44	4	7	1	4			2	
45	8	9	1	7			1	
46	8	10	2	6	1	1		
47	5	6	2	4				
48	4	4		4				
49	9	9		9				
50	3	8	2	2			3	1
51	6	7		6			1	
52	3	6		4	1		1	
53	9	11	3	7			1	
54	16	18		16			2	
55	13	14		13			1	
56	23	25	1	22			2	
57	6	8		6			2	
58	3	3		3				
59	2	10		10				
60	7	11	2	7			2	
61	6	11		5	1		5	
62	2	5		2			2	1
63	8	10	1	7			1	1
64	28	30	2	27		1		
65	13	18		13			5	
66	8	10	1	7			1	1
67	2	7	1	5			1	
68	15	16	1	14			1	
69	6	7	1	6				
70	6	7	1	4			2	
71	12	16	3	9			4	
72	6	8	1	5			2	
73	6	9		6			3	
74	2	4		2			2	
75	17	19	2	17				
76	8	11	2	6			2	1
77	6	7		6	1			
78	5	8	1	7				
79	10	15	1	10		1	1	2
80	4	6	2	4				
81	1	2	1				1	
82	7	9	1	6			2	
83	8	9	1	8				
84	3	4	1	3				
85	2	4	1	1			2	
86	5	5	1	4				
87	5	6		5	1			
88	4	8	1	4			3	
89	23	23	1	22				
90	5	9	1	4			4	
91	5	7	1	4			2	
92	4	4	1	3				
93	10	10	2	8				
94	5	5	1	4				
95	6	10	3	3			4	
96	9	11	3	6			2	
97	4	7	1	3			3	
98	2	9	2	4	3			
99	4	8		4			4	
100	7	8		8				
101	29	30	1	28	1			
	751	1,009	114	700	13	4	171	7

III.—TABLE C.—The

Public School

Totals.	Total number.			Average salaries.		
	Public School teachers.	Male.	Female.	Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
				$	$	$
1 Counties, etc	6,093	2,265	3,828	800	344	251
2 Cities	1,219	157	1,062	1,500	854	438
3 Towns	1,009	190	819	1,100	617	306
4 Grand total 1899	*8,321	2,612	5,709	1,500	394	294
5 " 1898	8,294	2,576	5,718	1,500	396	293
6 Increase	27	36				1
7 Decrease			9		2	
8 Percentage		31	69			

* In addition, there were 248 Kindergarten

Public Schools.

teachers.

	Attended a Normal School.	Certificates.						
	Number of teachers who have attended a Normal School.	Total number of certificates.	Provincial 1st class.	Provincial 2nd class.	1st class old County Board.	2nd class old County Board.	3rd class.	Temporary certificates.
1	1,931	6,093	212	1,836	17	18	3,961	49
2	1,123	1,219	180	963	14	7	55	.....
3	751	1,009	114	700	13	4	171	7
4	3,805	8,321	506	3,499	44	29	4,187	56
5	3,585	8,294	432	3,410	44	24	4,333	51
6	220	27	74	89	.....	5	.....	5
7	.....	.....	.....	.....	.....	.....	146	.....
8	46	.....	6.08	42.05	.53	.35	50.32	.67

teachers, and 37 Night School teachers.

IV.—TABLE D.—The

Counties.	Number of Schools open.	School houses.					School visits.			
		Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen.	Other persons.
1 Brant	61	43	2	15	1	61	138	108	61	282
2 Bruce	177	70	16	85	6	177	415	273	104	384
3 Carleton	118	27	18	64	9	118	192	192	54	581
4 Dundas	80	13	11	56		80	213	109	19	223
5 Dufferin	91	51	4	34	2	91	180	112	69	282
6 Durham	105	71	1	33		105	234	238	57	529
7 Elgin	108	73		35		108	269	168	42	459
8 Essex	117	27	4	86		117	260	323	98	413
9 Frontenac	142	10	22	95	15	142	316	224	105	641
10 Glengarry	74	8		51	15	74	151	51	23	74
11 Grey	227	89	55	80	3	227	475	362	125	881
12 Haldimand	80	70	1	9		80	202	141	39	296
13 Haliburton, etc	115	6	2	66	41	115	161	261	155	408
14 Halton	75	40	15	20		75	154	135	67	770
15 Hastings	179	51	16	96	16	179	320	292	213	2,216
16 Huron	183	88	7	88		183	387	405	89	1,232
17 Kent	132	60		72		132	321	209	102	712
18 Lambton	172	61	2	109		172	382	240	113	737
19 Lanark	122	14	14	89	5	122	255	257	67	501
20 Leeds and Grenville	229	62	79	81	7	229	507	207	52	362
21 Lennox & Addington	113	24	8	76	5	113	227	173	81	477
22 Lincoln	70	30	18	22		70	136	153	44	399
23 Middlesex	184	122		62		184	402	200	79	693
24 Norfolk	101	60	6	35		101	245	137	98	837
25 Northumberland	106	71	10	25		106	246	190	58	585
26 Ontario	118	60	2	55	1	118	267	214	120	536
27 Oxford	108	84	6	18		108	229	210	80	806
28 Peel	77	52	6	19		77	177	75	54	185
29 Perth	111	70	6	35		111	239	163	100	552
30 Peterborough	101	52	2	30	17	101	244	127	202	333
31 Prescott and Russell	100	15	1	62	22	100	233	134	93	329
32 Prince Edward	78	40	15	23		78	157	105	49	612
33 Renfrew	142	23	1	75	43	142	237	151	62	301
34 Simcoe	256	98	3	143	12	256	539	692	277	2,859
35 Stormont	75	2		72	1	75	150	52	23	133
36 Victoria	152	67	3	62	20	152	283	196	97	471
37 Waterloo	86	54	21	11		86	172	363	89	1,679
38 Welland	89	50	6	33		89	210	145	65	814
39 Wellington	138	72	42	24		138	345	475	96	764
40 Wentworth	74	50	15	9		74	199	163	40	343
41 York	159	107	1	51		159	350	400	121	1,304
42 Algoma District	132	3		67	62	132	129	242	155	432
43 N. Nipissing District	43	2		21	20	43	44	54	34	44
44 W. Parry Sound "	58	1		36	21	58	61	89	69	158
45 Moose Fort	1				1	1				
Total	5,259	2,143	441	2,330	345	5,259	11,053	9,210	3,840	27,629

Public Schools.

	Total.	Maps, Globes.		Examinations, prizes.		Lectures.			Trees.	Prayers.			
		Total number of maps.	Total number of globes.	Number of examinations.	Number of schools distributing prizes.	Inspectors.	Other persons.	Total.	Number of trees planted on Arbor Day.	Number of schools using authorized Scripture readings.	Number opened and closed with prayer.	Number using Bible.	Number imparting religious instruction.
1	589	652	78	22	9	1	1	2	131	58	60	8	.....
2	1,176	1,587	121	69	9	76	3	79	412	104	177	110	..
3	1,019	923	89	66	19	6	4	10	462	43	114	52	22
4	564	597	85	49	15	29	....	29	305	63	80	26	1
5	643	667	78	30	10	32	2	34	365	19	88	69	31
6	1,058	862	113	35	7	65	.....	65	120	66	105	32	.....
7	938	927	104	41	15	2	2	4	263	89	108	33	33
8	1,044	1,011	115	53	11	3	3	6	193	56	117	35	33
9	1,286	815	82	65	22	27	3	30	218	73	131	58	38
10	299	415	44	27	2	30	.....	30	56	19	52	1	5
11	1,843	1,573	167	109	21	96	2	98	545	114	219	137	71
12	678	661	80	50	13	34	2	36	54	61	80	37	1
13	985	723	68	47	27	83	12	95	62	87	113	30	8
14	1,126	570	53	21	1	27	1	28	113	55	72	24	.....
15	3,041	1,423	169	174	.....	48	.....	48	325	79	178	114	21
16	2,113	1,945	190	34	9	145	3	148	337	101	183	126	29
18	1,344	1,154	125	192	10	67	.. ..	67	375	80	132	54	27
17	1,472	1,456	129	57	4	31	.....	31	374	113	172	76	5
19	1,080	816	9	64	11	82	6	88	135	117	122	3	.....
20	1,128	1,377	147	109	9	95	4	99	174	196	225	12	8
21	958	769	103	55	4	13	.....	13	153	32	106	25	4
22	732	605	78	24	8	21	.....	21	99	54	68	10	.....
23	1,374	1,875	19	107	20	33	19	52	388	107	183	93	44
24	1,317	779	82	48	6	1	6	7	128	91	101	39	33
25	1,079	882	91	58	7	65	8	73	170	69	106	42	36
26	1,137	950	107	33	17	3	1	4	376	77	112	25	27
27	1,325	1,108	115	8	4	3	.....	3	177	85	104	29	.....
28	491	898	66	1	.....	.....	.....	.....	379	54	83	46	14
29	1,054	1,086	92	21	11	42	... .	42	349	55	110	52	24
30	906	572	71	26	10	4	.....	4	128	48	96	42	31
31	789	524	48	68	20	19	3	22	240	8	88	14	38
32	923	623	74	38	6	25	.....	25	108	61	78	18	....
33	751	1,065	138	35	13	.....	2	2	149	54	111	30	48
34	4,367	2,064	209	259	34	200	68	268	1,191	149	256	158	79
35	358	392	38	18	10	42	... .	42	83	32	71	16	3
36	1,047	1,110	132	56	12	110	.....	110	267	61	151	63	50
37	2,303	875	97	72	13	1	3	4	325	73	86	21	.....
38	1,234	856	86	23	16	2	....	2	128	39	86	44	.....
39	1,680	1,591	138	24	7	71	3	74	446	128	138	28	6
40	745	712	72	19	11	14	.....	14	193	59	80	16	.....
41	2,175	1,583	179	61	25	43	22	65	463	111	159	78	1
42	958	766	59	84	27	9	1	10	164	60	127	64	42
43	176	158	9	22	....	3	.....	3	29	10	38	14	22
44	377	363	15	17	.....	8	.....	8	84	18	54	42	23
45	.....	7	1	.....	.....	.....	.... .	.....	.....	1	1	1	1
	51,732	42,305	4,321	2,482	505	1,711	184	1,895	11,236	3,129	5,123	2,047	859

IV.—TABLE D.—The

Cities.	No. of schools open.	School houses.					School visits.			
		Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen	Other persons.
1 Belleville	5	5				5	70	106	37	63
2 Brantford	6	6				6	93	83	18	261
3 Chatham	4	4				4	25	33	12	211
4 Guelph	7	1	6			7	109	246	33	439
5 Hamilton	18	15	3			18	892	138	100	3,061
6 Kingston	10	2	8			10	326	216	4	
7 London	19	18		1		19	424	57	13	110
8 Ottawa	19	18	1			19	367	315		566
9 St. Catharines	7	4		3		7	50	10	2	18
10 St Thomas	5	5				5	10	16		
11 Stratford	6	6				6	130	36	3	75
12 Toronto	56	54		2		56	575	818	247	6,097
13 Windsor	7	7				7	261	407	47	111
Total	169	145	18	6		169	3,332	2,481	516	11,012
Towns.										
1 Alliston	1	1				1	12	24	12	68
2 Almonte	2		2			2	20		1	
3 Amherstburg	2		2			2	10	6		3
4 Arnprior	2	2				2	2	2		
5 Aurora	1	1				1	10			
6 Aylmer	2	2				2	29	59	4	38
7 Barrie	4	4				4	84	106	10	131
8 Berlin	4	4				4	15	100	6	50
9 Blenheim	1	1				1	29	18	4	11
10 Bothwell	1	1				1	4	3	5	4
11 Bowmanville	2	2				2	20	17	13	27
12 Bracebridge	1	1				1	13	8	1	
13 Brampton	4	4				4	27	98	2	2
14 Brockville	5	2	3			5	107	230	22	213
15 Carleton Place	3		3			3	28	13	3	3
16 Clinton	2	1		1		2	20	16		100
17 Cobourg	4	4				4	30	30	7	44
18 Collingwood	4	3		1		4	39	16	12	269
19 Cornwall	2	2				2	111	132	13	255
20 Deseronto	4	4				4	22			
21 Dresden	3	2		1		3	4		4	2
22 Dundas	1	1				1	20	5		
23 Durham	1	1				1	12	15	1	2
24 Essex	1	1				1	10	63		28
25 Forest	3	3				3	12	41	3	
26 Fort William	4	2		2		4	22	90	71	901
27 Galt	3		3			3	6	45		
28 Gananoque	3		2	1		3	2	10		
29 Goderich	4	1		3		4	40	16	4	110
30 Gore Bay	1			1		1	5		4	
31 Gravenhurst	3			3		3	20	11		
32 Harriston	2	1		1		2	18	72		15
33 Hawkesbury	1	1				1	6		2	6
34 Ingersoll	2	1		1		2	1		1	
35 Kincardine	3	3				3	17	33	18	95
36 Leamington	1	1				1	18	2		
37 Lindsay	5	5				5	56	48	7	
38 Listowel	1	1				1	3	4		
39 Little Current	2			2		2	4			24
40 Mattawa	1			1		1	2	2	2	5
41 Meaford	1	1				1	2	3	1	15
42 Midland	4	2		2		4	22	40		11
43 Mitchell	1			1		1	2	5		
44 Milton	1		1			1	15	24		
45 Mount Forest	1	1				1	24	7	1	251
46 Napanee	2	2				2	66	7		11
47 Newmarket	2	1		1		2	6	16	4	32
48 Niagara	1	1				1	8	15		8
49 Niagara Falls	1	1				1	3	40	7	2,000
50 North Bay	3	1		2		3	15	24	13	108

Public Schools

	Total.	Maps, Globes.		Examinations, prizes.		Lectures.			Trees.	Prayers.			
		Total no. of maps.	Total no. of globes.	No. of examinations.	No. of schools distributing prizes.	Inspectors.	Other persons.	Total.	No. of trees planted on Arbor Day.	No. of schools using authorized Scripture readings.	No. opened and and closed with prayer.	No. using Bible.	No. imparting religious instruction.
1	276	55	6	.....	.....	.....	.....	.....	.....	2	5	4	1
2	455	112	9	.....	.....	.....	.....	.....	.....	5	6	6	.....
3	281	58	4	1	2	.....	.....	.....	.....	4	4	.....	....
4	827	74	19	62	7	.....	.....	.....	.....	1	7	7	.....
5	4,191	501	64	2	18	.....	5	5	.....	18	18	5	.....
6	546	94	13	19	.....	.....	...	.....	.....	.....	10	10	.....
7	604	194	27	14	.....	.....	..	.....	.....	18	19	10	.....
8	1,248	327	17	1	.....	... ..	1	1	.....	.....	19	19	.....
9	80	50	8	.....	7	.... .	.....	.....	....	7	7	1	.....
10	26	77	10	.....	.....	.....	.....	.....	.....	5	5	5	.....
11	244	98	7	.....	.....	.....	.....	.....	.....	.....	6	6	.....
12	7,737	6,493	65	2	56	11	4	15	*	.....	56	56	.....
13	826	81	13	2	....	.....	.....	.....	.....	2	7	4	2
	17,341	8,194	262	103	90	11	10	21	.....	62	169	133	3
1	116	11	1	12	....	1	2	3	16	1	1	1	1
2	21	25	2	.... .	.....	.....	.....	.....	.....	1	2	1	.....
3	19	24	1	2	1	....	.....	.....	.....	2	2	1	.....
4	4	33	8	.....	....	.....	.....	.....	.....	1	1	.. ...	.. ..
5	10	27	3	1	.....	.....	.....	.....	.....	1	1	1	.....
6	130	18	2	2	.....	.....	.....	.....	.....	2	2	.....	.....
7	331	87	6	.....	4	.. ..	.....	.....	.....	1	4	3	.....
8	171	100	5	1	.....	.....	.....	.....	.....	4	4	4	.....
9	62	11	1	.....	1	.....	.....	.....	.....	1	1	1	.... .
10	16	8	.....	2	.....	2	2	4	.....	1	1	.. ...	.....
11	77	20	7	.....	.....	.....	.....	.....	.....	1	2	2	.....
12	22	21	3	2	.....	.....	.....	.....	.....	....	1	1	1
13	129	57	3	.....	.....	.....	.....	.....	.....	4	4	1	.....
14	572	36	6	.....	5	.....	. ....	.....	.....	5	2	3	.....
15	47	20	1	26	.....	.....	.....	.....	.....	2	3	.... .	.....
16	136	40	4	2	.....	.....	.....	.....	.....	1	2	1	.....
17	111	49	5	.....	2	.....	.....	.....	150	2	4	3	.....
18	336	50	.....	8	.....	.. .	.. ..	.....	.....	.....	4	4	.....
19	511	30	2	4	.....	.....	.....	....	9	.....	2	2	.....
20	22	11	4	.....	.....	.....	.....	.....	.....	3	4	1	.....
21	10	35	2	.....	.....	.....	2	2	.....	3	3	.....	.....
22	25	28	10	.....	.....	. ....	.....	....	.....	1	1	1	....
23	30	10	1	.....	.....	.....	.....	.....	10	.....	.....	1	....
24	101	13	3	.....	.. ...	.....	.....	.....	.....	1	1	.....	.....
25	56	20	3	.....	...	1	.....	1	.....	.....	3	3	.....
26	1,084	7	4	14	1	2	.....	2	.....	1	3	. ....	.....
27	51	115	10	3	.....	.....	.....	.....	.....	3	3	.....	.....
28	12	25	4	.....	.....	.....	.....	.....	.....	1	1	.....	.....
29	170	33	6	.....	.....	1	2	3	.....	4	4	.....	.....
30	9	11	1	.....	.....	.....	.. ..	.....	.....	1	1	1	.....
31	31	16	2	2	.....	....	....	.....	15	2	3	2	.....
32	105	18	2	.....	.....	.....	....	.....	.....	2	2	2	...
33	14	14	1	.....	.....	.....	.....	.....	... ...	1	1	1	.....
34	2	42	4	....	.....	.....	.....	.. ..	.....	.....	2	2	. ...
35	163	48	.....	.....	.....	.....	.....	.....	.....	.....	3	3	.....
36	20	24	2	8	.....	.....	.....	.....	.....	1	1	....	.....
37	111	58	9	.....	.....	.....	.....	.....	.....	1	5	4	.....
38	7	12	2	.....	....	.....	.....	.....	.....	.....	1	1	.....
39	28	9	1	.....	.....	.....	.....	.....	.....	.... ..	2	.....	. ....
40	11	15	1	1	1	.....	.....	.....	10	.. ..	1	1	1
41	21	12	1	.....	.....	3	.....	3	3	....	1	1	.....
42	73	24	2	.....	.....	.....	.....	.....	.....	.....	4	.....	4
43	7	10	1	.....	.....	...	.....	.	.....	.....	1	. 1	.....
44	39	12	2	2	....	.....	.....	.....	.....	1	1	....	.....
45	283	33	1	.....	....	.....	....	...	.....	1	1	1	.....
46	84	12	3	.....	.....	...	.....	.....	7	2	2	.....	.....
47	58	20	2	.....	.....	.....	...	.....	.....	2	2	.....	.....
48	31	16	1	1	.....	.....	.....	.....	.....	1	1	.....	.....
49	2,050	36	2	2	.....	.....	.....	.....	.....	1	1	.....	1
50	160	64	8	.....	.....	2	12	14	9	.....	3	3	.....

*13,000 plants and 5,500 bulbs.

IV.—TABLE D—The

Towns.—*Con.*	No. of schools open.	School houses.					School visits.			
		Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen.	Other persons.
51 North Toronto	2	2				2	14	20	1	29
52 Oakville	1	1				1	12	15	4	150
53 Orangeville	1	1				1	20	13	5	111
54 Orillia	3	3				3	64	53	7	44
55 Oshawa	3	3				3	43	13		24
56 Owen Sound	3	2	1			3		10		12
57 Pa merston	1	1				1	18	4		
58 Parkhill	1	1				1	11	9	1	3
59 Paris	4	3		1		4	39	45	8	27
60 Parry Sound	2			2		2	21	2	4	
61 Pembroke	3	3				3	3			
62 Penetanguishene	1	1				1	2	1	20	
63 Perth	1		1			1	5	2		
64 Peterborough	5	5				5	10	3	6	9
65 Petrolea	6	4		2		6	40	81		75
66 Picton	2	1	1			2	23	14		787
67 Port Arthur	1	1				1	14	105	30	210
68 Port Hope	3	3				3	2	32	3	47
69 Prescott	1	1				1	2	20		10
70 Preston	1	1				1	2	1	4	20
71 Rat Portage	4	2		2		4	1	74	1	31
72 Renfrew	2	2				2	4	10		
73 Ridgetown	1	1				1	2	3	3	4
74 Sandwich	2	2				2	12	8	2	14
75 Sarnia	6	6				6	58	135	11	26
76 Sault Ste Marie	2	1	1			2	4	12	5	64
77 Seaforth	1	1				1	2	4	2	4
78 Simcoe	1	1				1	2		1	
79 Smith's Falls	3	2	1			3	28	50	12	46
80 Stayner	1	1				1	3	1	4	
81 Sturgeon Falls	1	1				1	4		1	3
82 St. Mary's	4		4			4	18	5	2	6
83 Strathroy	3	3				3	35	19	7	17
84 Sudbury	1			1		1	1	2	2	2
85 Thessalon	2			2		2	2			
86 Thornbury	1	1				1	10	15		
87 Thorold	2	2				2	15	6	1	2
88 Tilsonburg	1	1				1	16	4		15
89 Toronto Junction	5	5				5	10	26		13
80 Trenton	3	1		2		3	18			30
91 Uxbridge	1	1				1	14	6	2	12
92 Vankleekhill	1	1				1	8	2	3	
93 Walkerton	2	2				2	18	11	7	3
94 Walkerville	1	1				1	12			
95 Wallaceburg	2	2				2	4	2	4	
96 Waterloo	1	1				1	22	13	14	155
97 Welland	4	4				4	19			
98 Whitby	3	3				3	6	15	1	25
99 Wiarton	1	1				1	16	7	10	17
100 Wingham	1	1				1	2			10
101 Woodstock	5	5				5	60	89	30	186
Total	226	165	25	36		226	1,844	2,478	476	7,085
Totals.										
1 Counties, etc	5,259	2,143	441	2,330	345	5,259	11,053	9,210	3,840	27,629
2 Cities	169	145	18	6		169	3,332	2,481	516	11,012
3 Towns	226	165	25	36		226	1,844	2,478	476	7,085
4 Grand total, 1899	5,654	2 453	484	2,372	345	5,654	16,229	14,169	4,832	45,726
5 Grond total, 1898	5,587	2,374	487	2,355	371	5,587	16,206	13,946	4,700	43,323
6 Increase	67	79		17		67	23	223	132	2,403
7 Decrease			3		26					
8 Percentage		43	9	42	6		20	17	6	5

Public Schools.—*Con.*

	Total.	Maps, Globes.		Examinations, prizes.		Lectures.			Trees.	Prayers.			
		Total No. of maps.	Total No. of globes.	No. of examinations.	No. of schools distributing prizes.	Inspectors.	Other persons.	Total.	No. of trees planted on Arbor Day.	No. of schools using authorized Scripture readings.	No. opened and closed with prayer.	No. using Bible.	No. imparting religious instruction.
51	64	26	4	.....	.....	14	.....	14	.....	.....	2	2	.....
52	181	10	3	6	.....	.....	.....	.....	7	1	1	.....	.....
53	149	34	3	.....	.....	.....	.....	.....	.....	.....	1	1	.....
54	168	52	2	.....	.....	.....	.....	.....	.....	.....	3	3	.....
55	80	37	4	.....	3	.....	.....	.....	.....	3	3	.....	.....
56	22	58	11	.....	.....	.....	.....	.....	.....	.....	3	3	.....
57	22	26	2	.....	.....	.....	.....	.....	.....	.....	1	1	.....
58	24	18	4	3	.....	1	.....	1	.....	1	1	.....	.....
59	119	49	9	.....	4	.....	.....	.....	.....	4	4	.....	.....
60	27	39	3	.....	.....	.....	.....	.....	.....	2	2	2	.....
61	3	24	5	.....	.....	.....	.....	.....	.....	3	3	.....	.....
62	23	10	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
63	7	17	1	.....	.....	.....	.....	.....	.....	1	1	1	...
64	28	78	10	.....	.....	.....	.....	.....	.....	.....	5	5	.....
65	196	68	10	.....	.....	1	.....	1	.....	6	6	6	1
66	824	35	5	1	.....	.....	.....	.....	.....	2	2	1	.....
67	359	30	2	.....	1	1	3	4	.....	.....	1	1	.....
68	84	15	3	.....	.....	.....	.....	.....	.....	3	3	1	.....
69	32	24	2	.....	.....	.....	.....	.....	.....	1	1	1	.....
70	27	15	2	1	1	1	.....	1	8	1	1	.....	.....
71	107	18	3	.....	.....	.....	.....	.....	.....	.....	4	4	.....
72	14	18	2	.....	.....	.....	.....	.....	.....	2	2	.....	.....
73	12	12	2	.....	.....	.....	.....	.....	.....	1	1	.....	.....
74	36	29	4	2	1	.....	.....	.....	.....	2	2	.....	.....
75	230	71	4	2	.....	.....	1	1	.....	6	6	3	.....
76	85	20	1	4	.....	.....	.....	.....	.....	1	2	2	.....
77	12	17	3	2	.....	.....	5	5	.....	1	1	.....	.....
78	3	25	3	.....	.....	.....	.....	.....	.....	1	1	.....	.....
79	136	45	2	.....	.....	.....	.....	.....	.....	.....	3	.....	.....
80	8	15	2	.....	.....	1	.....	1	.....	1	1	.....	.....
81	8	5	1	1	.....	.....	.....	.....	.....	1	1	.....	.....
82	31	24	2	1	.....	.....	.....	.....	.....	2	4	1	.....
83	78	22	4	.....	.....	2	2	4	.....	.....	3	3	.....
84	7	10	1	.....	.....	1	.....	1	.....	.....	1	.....	.....
85	2	7	1	.....	.....	.....	.....	.....	.....	.....	2	.....	.....
86	25	21	1	.....	.....	5	.....	5	3	.....	1	1	.....
87	24	28	1	.....	.....	.....	2	2	.....	.....	2	2	.....
88	35	23	1	.....	.....	.....	.....	.....	.....	.....	1	1	.....
89	49	49	19	10	.....	9	.....	9	4	3	5	2	.....
90	48	30	6	.....	.....	.....	.....	.....	.....	.....	3	3	.....
91	34	12	1	1	.....	14	1	15	.....	1	1	.....	.....
92	13	8	1	1	.....	.....	.....	.....	.....	1	1	.....	.....
93	39	10	2	.....	.....	.....	.....	.....	.....	2	2	.....	.....
94	12	15	1	.....	.....	.....	.....	.....	.....	1	1	...	.....
95	10	28	3	1	2	.....	1	1	17	2	2	2	.....
96	204	25	3	.....	.....	.....	.....	.....	.....	1	1	.....	.....
97	19	16	2	.....	.....	.....	.....	.....	.....	2	4	.....	.....
98	47	39	5	.....	.....	1	.....	1	.....	3	3	3	.....
99	50	20	1	1	.....	.....	.....	.....	.....	.....	1	1	.....
100	12	12	1	.....	.....	.....	.....	.....	.....	1	1	1	.....
101	365	38	5	5	.....	.....	.....	.....	.....	5	5	.....	.....
	11,883	2,848	329	137	27	63	35	98	268	131	218	115	9
1	51,732	42,305	4,321	2,482	505	1,711	184	1,895	11,236	3,129	5,123	2,047	859
2	17,341	8,194	262	103	90	11	10	21	*	62	169	133	3
3	11,883	2,848	329	137	27	63	35	98	268	131	218	115	9
4	80,956	53,347	4,912	2,722	622	1,785	229	2,014	11,504	3,322	5,510	2,295	871
5	78,175	53,744	4,698	2,741	551	1,054	231	1,285	12,358	3,314	5,467	2,361	803
6	2,781	.....	214	.....	71	731	.....	729	.....	8	43	.....	68
7	.....	397	.....	19	.....	.....	2	.....	854	.....	.....	66	.....
8	.....	†9	†1	.....	11	89	11	.....	.....	59	97	41	15

* 13,000 plants and 5,500 bulbs. † To each school.

V.—TABLE E.—The

Counties. (Including incorporated villages, but not cities or towns.	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy reserve fund, balances and other sources	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	2,357 00	25,074 36	14,855 99	42,287 35
2 Bruce	8,348 00	69,202 28	34,529 01	112,079 29
3 Carleton	4,821 00	29,264 77	31,986 14	66.071 91
4 Dundas	3,231 00	33,728 38	7,565 17	44,524 55
5 Dufferin	3.666 00	26,814 73	24,337 02	54 817 75
6 Durham	3,654 00	40,617 59	16,481 29	60,752 88
7 Elgin	5,138 00	40,830 64	31,179 01	77,147 65
8 Essex	5,245 00	53,849 27	22,111 74	81,206 01
9 Frontenac	3,898 00	30,552 76	18,450 77	52,901 53
10 Glengarry	2,695 00	24,744 45	7,610 89	35,050 34
11 Grey	8,512 00	73,446 19	29,470 00	111.428 19
12 Haldimand	3,339 00	33,497 18	14,466 34	51,302 52
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound	10,057 00	32,780 66	8,953 79	51,791 45
14 Halton	2,894 00	23,615 74	14,475 71	40,965 45
15 Hastings	7,392 00	53,244 56	29.286 31	89 922 87
16 Huron	8,645 00	76,379 08	33,198 51	118,222 59
17 Kent	6,179 00	57,160 74	48,576 53	111,916 27
18 Lambton	6,823 00	70,157 23	33,282 98	110,263 21
19 Lanark	4,230 00	30,853 03	15.128 11	50,211 14
20 Leeds and Grenville	6,890 00	66,428 12	30,291 68	103,609 80
21 Lennox and Addington	3.538 00	30,786 50	14.602 37	48,926 87
22 Lincoln	2,764 00	33,385 40	11,382 20	47,531 60
23 Middlesex	7,965 00	74,685 37	37,541 56	120,19[illegible] 93
24 Norfolk	4,084 00	40,204 43	26,093 44	70.381 87
25 Northumberland	4,654 00	42,392 64	22,480 99	69,527 63
26 Ontario	5,358 00	49,348 67	21,390 42	76,097 09
27 Oxford	5,484 00	53,110 53	36,483 46	95,057 99
28 Peel	2,971 00	33,318 15	15,672 22	51,961 37
29 Perth	4,635 00	46,362 08	19,874 82	70.871 90
30 Peterborough	3,879 00	36,192 03	9,472 93	49 543 96
31 Prescott and Russell	4,425 00	25,591 98	14,723 16	48,740 14
32 Prince Edward	2,423 00	11,720 07	20,401 10	34,544 17
33 Renfrew	6,322 00	35,869 68	14,089 66	56,281 34
34 Simcoe and W. Muskoka	14,969 00	95,413 86	43,685 23	154,068 09
35 Stormont	2,641 00	25,343 13	6,591 17	34,575 30
36 Victoria and S. E. Muskoka	10.932 00	43,138 99	14,291 26	68,362 25
37 Waterloo	4,516 80	52.253 89	43,838 36	100,609 05
38 Welland	3,641 00	37,342 03	22,368 94	63,351 97
39 Wellington	6,580 00	60,145 72	31,454 29	98,180 01
40 Wentworth	3,806 00	30,292 83	28,126 40	62 225 23
41 York	7,354 00	74,019 72	46,003 08	127,376 80
42 District Algoma	16,586 00	36,992 31	20,486 27	74,064 58
43 " N. Nipissing	3,970 00	10,188 34	3,037 64	17,195 98
44 " W. Parry Sound	7,675 00	10,989 89	6,774 37	25,439 26
45 Moose Fort	150 00	.....	.....	150 00
Total	249,316 80	1,885,330 00	997,082 33	3,131,729 13
Cities.				
1 Belleville	1,162 00	12,506 64	1,257 60	14,926 24
2 Brantford	2,436 00	24,000 00	6,639 04	33,075 04
3 Chatham	1,244 00	12,990 79	195 16	14.429 95
4 Guelph	1,291 00	15,821 00	962 58	18.074 58
5 Hamilton	6,634 00	109,333 00	10,869 54	126,836 54
6 Kingston	2,267 00	25.000 00	2,042 40	29,309 40
7 London	4,975 00	81.619 60	2,214 18	88,808 78
8 Ottawa	4,035 00	86,511 00	19,781 92	110,327 92
9 St. Catharines	1,196 00	14,402 00	525 37	16,123 37
10 St. Thomas	1,557 00	17,837 53	12,186 67	31.581 20
11 Stratford	1,410 00	13,000 00	1,807 85	16 217 85
12 Toronto	25,493 00	411 938 00	61,943 75	499,374 75
13 Windsor	1,827 00	22,766 66	1,368 09	25,961 75
Total	55,527 00	847,726 22	121,794 15	1,025,047 37

Public Schools.

Expenditure.

	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	22,688 64	1,519 21	463 65	5,724 45	30,395 95	11,891 40
2	61,502 42	8,751 10	1,045 19	14,311 50	85,610 21	26,469 08
3	40,286 73	5,227 22	659 98	9,713 40	55,887 33	10,184 58
4	29,274 03	1,902 79	583 75	6,936 08	38,696 65	5,827 90
5	25,666 46	9,465 75	829 83	7,538 91	43,500 95	11,316 80
6	34,175 84	4,470 62	363 46	7,969 05	46,978 97	13,773 91
7	40,109 80	2,475 37	898 17	11,728 62	55,211 96	21,935 69
8	46,452 80	5,833 30	953 49	16,073 35	69,312 94	11,893 07
9	31,815 83	2,588 33	826 75	7,417 69	42,648 60	10,252 93
10	22,104 95	2,107 83	636 52	3,978 58	28,827 88	6,222 46
11	66,814 82	6,490 77	1,850 52	17,331 41	92,487 52	18,940 67
12	29,909 02	709 90	350 11	7,632 04	38,601 07	12,701 45
13	29,199 76	6,628 27	1,398 39	7 378 77	44,605 19	7,186 26
14	23,815 38	1.271 75	164 27	6,637 75	31,889 15	9,076 30
15	56,544 87	3,346 61	713 25	10,070 17	70,674 90	19,217 97
16	66,870 81	6,445 74	1,018 17	16,907 90	91,242 62	26,979 97
17	46,695 32	9,711 89	1,489 22	15.703 97	73,600 40	38,315 87
18	58,595 35	8,759 45	950 10	16,357 90	84,662 80	25,660 41
19	30,568 09	1,574 10	493 31	6,136 18	38,771 68	11,439 46
20	62,823 88	5,998 34	1,034 27	15,580 56	85,437 05	18,172 75
21	30,237 99	1,796 82	456 68	6,303 58	38,795 07	10,131 80
22	26,071 96	2,169 18	297 15	7,721 12	36,259 41	11 272 19
23	64,128 03	4,141 21	1,621 24	19,545 77	89,436 25	30,755 68
24	32,806 68	1,779 18	1,014 24	10,165 56	45,765 66	24.616 21
25	36,886 44	3,507 95	433 56	14,543 73	55 371 68	14,155 95
26	43,572 30	4,087 22	1,333 79	12,336 54	61,829 85	14,267 24
27	46,102 93	3,002 41	459 51	11,884 57	61,449 42	33,408 57
28	26,629 42	5,576 09	622 44	7.289 24	40.117 19	11.844 18
29	37,800 53	5,575 77	625 75	11.115 17	55,117 22	15,754 68
30	30,954 25	1,900 03	227 33	8,235 78	41,327 39	8,216 57
31	28,285 98	3,941 19	584 70	7,170 25	39.982 12	8,758 02
32	21,691 46	832 60	298 92	4,049 50	26,872 48	7,671 69
33	35.136 27	5,784 62	869 26	5,875 26	47,665 41	8,615 93
34	84,082 15	12,913 15	2,724 35	19.090 30	118.808 95	35,259 14
35	22,541 25	3,154 17	486 26	4,765 81	30,947 49	3,627 81
36	43,350 64	2,686 93	711 14	9.374 61	56,123 32	12,238 93
37	45,513 99	7,078 53	386 93	12,548 86	65.528 31	35,080 74
38	31,722 40	4,269 30	374 17	7,583 42	43.949 29	19,402 68
39	53,213 30	4,880 54	513 46	14,796 76	73,404 06	24.775 95
40	31,062 39	1,946 31	790 01	9,264 91	43,063 62	19,161 61
41	68,588 38	6,362 99	1,547 34	21,579 06	98,077 77	29,299 03
42	39,429 85	6,637 41	1,204 48	9,930 17	57,201 91	16,882 67
43	9,159 27	2.502 07	568 77	2,788 03	15,018 14	2 177 84
44	12,942 32	2,693 14	679 37	3,157 86	19,473 19	5,966 07
45	125 00	.....	10 00	15 00	150 00	.....
	1,727,960 48	194,496 15	35,563 25	452,759 14	2,410,779 02	720,950 11
1	9,979 28	.....	.....	3,587 27	13,566 55	1,359 69
2	19,524 06	4,016 82	1,966 16	7.549 43	33,056 47	18 57
3	10,019 16	.....	68 00	4,342 79	14,429 95	.....
4	13,018 18	.....	74 15	4.639 43	17,731 76	342 82
5	77,913 51	22,479 22	6,097 19	20.332 09	126,822 01	14 53
6	19,008 49	.....	1,748 53	8 552 33	29,309 35	0 05
7	61,533 42	5,861 93	.....	19 077 48	86,472 83	2,335 95
8	53,524 39	24,414 65	3,619 06	26,019 82	107,577 92	2,750 00
9	10,349 30	.....	25 00	5,189 07	15,563 37	560 00
10	14,569 77	11,233 92	38 95	5,006 02	30,848 66	732 54
11	10 742 85	476 85	1,186 76	3,736 87	16,143 33	74 52
12	343 700 74	18,647 41	1,303 13	135,723 47	499,374 75	.....
13	19,546 18	.....	66 75	6,348 82	25,961 75	.....
	663,429 33	87,130 80	16,193 68	250,104 89	1,016,858 70	8,188 67

V.—TABLE E.—The

Towns.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy reserve fund, balances and other sources	Total receipts for all Public School purposes
	$ c.	$ c.	$ c.	$ c.
1 Alliston	222 00	1,810 00	349 95	2,381 95
2 Almonte	277 00	5,278 09	685 59	6,241 08
3 Amherstburg	144 00	2,314 28	366 93	2,825 21
4 Arnprior	278 00	5,124 13	323 93	5,726 06
5 Aurora	188 00	2,250 00	748 73	3,186 73
6 Aylmer	292 00	4,148 49	333 28	4,773 77
7 Barrie	722 00	11,408 01	347 64	12,477 65
8 Berlin	1,188 00	13,127 20	237 79	14,552 99
9 Blenheim	215 00	3,271 70	374 10	3,860 80
10 Bothwell	118 00	1,666 42	331 74	2,116 16
11 Bowmanville	405 00	4,800 00	47 81	5 252 81
12 Bracebridge	596 00	2,646 97	227 95	3,470 92
13 Brampton	496 00	4,750 00	187 59	5 433 59
14 Brockville	949 00	13,000 00	749 07	14,698 07
15 Carleton Place	516 00	3,700 00	1,938 53	6,154 53
16 Clinton	467 00	3,100 00	533 68	4,100 68
17 Cobourg	379 00	5,500 00	388 84	6,267 84
18 Collingwood	830 00	8,600 00	881 86	10,311 86
19 Cornwall	483 00	4,395 91	2,863 03	7,741 94
20 Deseronto	399 00	4,592 72	975 67	5,967 39
21 Dresden	219 00	2,981 00	4,475 91	7,675 91
22 Dundas	396 00	3,881 25	601 95	4,379 20
23 Durham	304 00	2,494 31	382 87	3,181 18
24 Essex	175 00	1,965 98	27 30	2.168 28
25 Forest	342 00	2,650 00	346 71	3,338 71
26 Fort William	195 00	8.671 50	6,404 30	15,270 80
27 Galt	1,040 00	14,950 00	465 32	16.455 32
28 Gananoque	588 00	4,930 57	93 65	5,612 22
29 Goderich	562 00	5,126 80	89 00	5,777 80
30 Gore Bay	468 00	1,678 53	802 09	2,948 62
31 Gravenhurst	228 00	3,650 00	7 33	3,885 33
32 Harriston	219 00	2,431 00	300 33	2,950 33
33 Hawkesbury	47 00	1,600 00	63 30	1,710 30
34 Ingersoll	663 00	6,422 32	270 28	7,355 60
35 Kincardine	437 00	3,413 00	1,027 40	4,877 40
36 Leamington	356 00	3,300 00	171 43	3,827 43
37 Lindsay	803 00	9 713 74	187 33	10,704 07
38 Listowel	310 00	3.740 00	48 25	4,098 25
39 Little Current	147 00	1,426 00	441 62	2,014 62
40 Mattawa	316 00	989 00	260 69	1,565 69
41 Meaford	379 00	2,640 00	330 66	3,349 66
42 Midland	295 00	4,623 91	415 93	5,334 84
43 Milton	300 00	1,522 55	1,664 16	3,486 71
44 Mitchell	412 00	3,229 00	292 78	3,933 78
45 Mount Forest	444 00	3,431 00	264 35	4,139 35
46 Napanee	535 00	4,800 00	491 53	5,826 53
47 Newmarket	374 00	2,275 00	869 88	3,518 88
48 Niagara	147 00	1,784 26	94 74	2,026 00
49 Niagara Falls	485 00	6,100 00	249 33	6,834 33
50 North Bay	460 00	3 494 24	4,758 50	8,712 74
51 North Toronto	198 00	3,333 45	201 35	3,732 80
52 Oakville	181 00	3,994 90	29 05	4,204 95
53 Orangeville	589 00	4.115 00	104 25	4,808 25
54 Orillia	484 00	8 000 00	128 00	8,612 00
55 Oshawa	458 00	6,285 00	270 80	7,013 80
56 Owen Sound	1,103 00	15,352 08	257 10	16,712 18
57 Palmerston	234 00	2,994 55	279 71	3,508 26
58 Parkhill	156 00	1,794 00	767 17	2,717 17
59 Paris	340 00	2,533 80	2,166 14	5.039 64
60 Parry Sound	568 00	5,086 50	231 85	5,886 35
61 Pembroke	352 00	3,883 03	606 32	4,841 35
62 Penetanguishene	299 00	1 686 46	433 51	2.418 97
63 Perth	529 00	9 937 06	252 81	10,718 87
64 Peterborough	1,155 00	16,800 00	2,163 30	20,118 30

Public Schools.

	Expenditure.					
	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	1,689 74	.....	15 74	437 29	2,142 77	239 18
2	3,637 79	.....	.....	2,453 75	6 091 54	149 54
3	1,915 00	.....	23 90	452 77	2,391 67	433 54
4	3,435 69	.....	25 49	608 78	4,069 96	1,656 10
5	1,991 68	.....	4 80	412 93	2,409 41	777 32
6	3,144 00	718 41	13 08	751 84	4,627 33	146 44
7	7,847 00	102 95	57 48	2,071 53	10,078 96	2,398 69
8	9,979 90	.....	228 61	3,562 49	13,771 00	781 99
9	2,605 91	.....	110 00	694 89	3,410 80	450 00
10	1,303 43	.....	.....	130 68	1,434 11	682 05
11	3,675 75	112 25	33 33	1,231 60	5,052 93	199 88
12	2,643 59	.....	84 60	729 50	3,457 69	13 23
13	3,857 23	.....	627 45	903 46	5,388 14	45 45
14	8,037 91	600 00	190 94	5,169 06	13,997 91	700 16
15	4,506 30	48 55	.....	1,127 16	5,682 01	472 52
16	2,990 00	.....	.....	809 82	3,799 82	300 86
17	4,055 72	253 72	57 42	1,817 75	6,184 61	83 23
18	6,652 51	.....	56 00	3,149 21	9,857 72	454 14
19	4,330 89	.....	.....	1,411 93	5,742 82	1,999 12
20	4,265 14	.....	.....	908 97	5,174 11	793 28
21	2,625 00	.....	.....	454 01	3,079 01	4,596 90
22	3,789 83	.....	7 20	873 83	4,670 86	208 34
23	2,377 93	455 23	11 29	258 13	3,102 58	78 60
24	1,642 58	.....	.....	460 88	2,103 46	64 82
25	2,315 07	.....	20 55	868 57	3,204 19	134 52
26	5,280 55	4,400 00	928 24	2,027 58	12,636 37	2,634 43
27	10,264 13	2,632 84	398 80	2,788 46	16,084 23	371 09
28	4,557 47	.....	44 80	982 46	5,584 73	27 49
29	4,505 95	.....	.....	1,271 85	5,777 80	.....
30	1,291 25	174 10	16 00	408 22	1,889 57	1,059 05
31	2,737 00	80 28	35 00	979 12	3,831 40	53 93
32	2,120 00	30 05	59 80	609 29	2,819 14	131 19
33	1,115 45	.....	.....	460 08	1,575 53	134 77
34	5,442 75	.....	30 01	1,878 67	7,351 43	4 17
35	3,336 62	.....	.....	1,178 32	4,514 94	362 46
36	3 036 36	.....	48 91	736 51	3,831 78	5 65
37	8,184 82	90 00	.....	2,414 72	10,689 54	14 53
38	3,048 08	.....	.....	1,017 52	4,065 60	32 65
39	966 25	.....	37 68	371 78	1,375 71	638 91
40	1,251 38	.....	.....	168 63	1,420 01	145 68
41	2,755 32	.....	.....	499 60	3,254 92	94 74
42	3,258 16	425 25	93 17	1,233 75	5,010 33	324 51
43	2,463 00	366 80	29 63	326 03	3,185 46	301 25
44	2.590 00	.....	.....	1,118 10	3,708 10	225 68
45	2,968 55	.....	49 69	985 66	4,003 90	135 45
46	3,646 30	.....	.....	1,363 79	5,010 09	816 44
47	2,366 64	.....	.....	654 69	3,021 33	497 55
48	1,470 00	57 35	.....	498 65	2,026 60	.....
49	4,818 00	1,076 47	142 57	677 20	6,714 24	120 09
50	2,975 89	3,226 76	242 07	953 63	7,398 35	1,314 39
51	2,890 43	24 66	.....	755 25	3,670 34	62 46
52	1,873 57	.....	.....	916 56	2,790 13	1,414 82
53	3,930 04	.....	13 25	864 54	4,807 83	0 42
54	6,674 08	175 00	100 00	1,511 56	8,460 64	151 36
55	4,792 25	0 80	5 75	1,897 99	6,696 79	317 01
56	10,098 00	3,855 76	142 07	2,477 80	16 573 63	138 55
57	2,615 00	.....	.....	859 29	3,474 29	33 97
58	1,475 00	.....	.....	463 40	1,938 40	778 77
59	3,617 00	65 00	24 35	1,249 26	4,956 21	83 73
60	3,698 00	927 80	72 50	949 78	5,648 08	238 27
61	3,931 88	.....	25 13	731 73	4,688 74	152 61
62	1,717 00	92 71	18 84	292 40	2,120 95	298 02
63	3,545 00	5,853 17	.....	1,049 04	10,447 21	271 66
64	13,742 90	.....	.....	6,374 50	20,117 40	0 90

V.—TABLE E—The

Towns.—*Con.*	Receipts. Legislative grants.	Municipal grants and assessments.	Clergy reserve fund, balances and other sources	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
65 Petrolea	563 00	8,437 00	1,275 61	10,275 61
66 Picton	552 00	4,100 00	822 82	5,474 82
67 Port Arthur	271 00	3,710 17	1,779 43	5,760 60
68 Port Hope	710 00	6,245 56	425 00	7,380 56
69 Prescott	454 00	2,653 00	460 10	3,567 10
70 Preston	239 20	3,111 00	2,064 15	5,414 35
71 Rat Portage	6 2 00	22,699 00	32,317 55	55,628 55
72 Renfrew	376 00	5,610 45	1,286 39	7,272 84
73 Ridgetown	272 00	2,500 00	2,821 14	5,593 14
74 Sandwich	173 00	2,000 00	2,140 76	4,313 76
75 Sarnia	910 00	7,787 30	5,733 95	14,431 25
76 Sault Ste. Marie	750 00	5,700 00	470 77	6,920 77
77 Seaforth	296 00	3,650 00	860 80	4,806 80
78 Simcoe	497 00	3,582 82	669 21	4,749 03
79 Smith's Falls	543 00	6,045 60	161 25	6,749 85
80 Stayner	145 00	1,875 50	258 98	2,279 48
81 Sturgeon Falls	54 00	1,071 12	599 88	1,725 00
82 St. Mary's	416 00	4,100 00	553 89	5,069 89
83 Strathroy	527 00	4,160 00	457 51	5,144 51
84 Sudbury	160 00	2,386 46	409 28	2,955 74
85 Thessalon	286 00	1,493 75	149 50	1,929 25
86 Thornbury	75 00	1,766 49	318 11	2,159 60
87 Thorold	180 00	2 894 83	441 93	3,516 76
88 Tilsonburg	300 00	3,486 52	173 22	3,959 74
89 Toronto Junction	980 00	13,862 25	617 39	15,459 64
90 Trenton	387 00	3,710 32	175 84	4,273 16
91 Uxbridge	219 00	2,750 14	3 50	2,972 64
92 Vankleekhill	295 00	2,450 00	693 02	3,438 02
93 Walkerton	419 00	3,664 95	326 62	4,410 57
94 Walkerville	167 00	3 300 00	72 06	3,539 06
95 Wallaceburg	298 00	3,962 75	322 00	4,582 75
96 Waterloo	409 00	5,000 00	197 28	5,606 28
97 Welland	227 00	3,027 50	2,659 74	5,914 24
98 Whitby	413 00	4,250 00	59 86	4,722 86
99 Wiarton	258 00	2,405 34	606 56	3,269 90
100 Wingham	261 00	3,350 00	254 23	3,865 23
101 Woodstack	1,257 00	12,550 00	6,511 23	20,318 23
Total	42,407 20	486,544 93	115,834 55	644,786 68
Totals.				
1 Counties, etc	249,316 80	1,885,330 00	997,082 33	3,131,729 13
2 Cities	55,527 00	847,726 22	121,794 15	1,025 047 37
3 Towns	42 407 20	486,544 93	115,834 55	644,786 68
4 Grand total, 1899	347,251 00	3,219,601 15	1,234,711 03	4,801,563 18
5 " " 1898	340,470 78	3,305,381 74	1,184,407 24	4,830,259 76
6 Increase	6,780 22		50,303 79	
7 Decrease		85,780 59		28,696 58
8 Percentage	7	67	26	
Cost per pupil.				
1 Counties, etc	8 03			
2 Cities	15 06			
3 Towns	9 64			
4 Province	9 37			

Public Schools.

	Expenditure.					
	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
65	6,167 75	.....	.....	2,958 20	9,125 95	1,149 66
66	4,030 36	.....	107 95	1,322 05	5,460 36	14 46
67	2,850 22	.....	48 70	2,813 71	5,712 63	47 97
68	5,775 00	.....	14 90	1,590 66	7,380 56	.....
69	2,589 56	.....	.....	906 14	3,495 70	71 40
70	2,902 52	.....	.....	779 77	5,682 29	1,732 06
71	8,140 93	11,098 87	1,890 83	34,423 36	35,553 99	74 56
72	3,269 50	781 95	90 56	3,130 83	7,272 84	.....
73	2,732 82	.....	6 20	2,524 28	5,263 30	329 84
74	1,729 50	.....	.....	427 83	2,157 33	2,156 43
75	8,679 96	3,015 74	.....	1,170 87	12,866 57	1,564 68
76	4,794 63	.....	.....	2,107 68	6,902 31	18 46
77	2,565 00	.....	.....	1,346 55	3,911 55	895 25
78	4,113 00	.....	.....	539 07	4,652 07	96 96
79	4,628 40	.....	127 47	1,540 54	6,296 41	453 44
80	1,790 00	.....	33 59	262 41	2,086 00	193 48
81	650 00	20 30	1 30	860 59	1,532 19	192 81
82	3,066 18	.....	29 00	1,823 00	4,918 18	151 71
83	3,850 00	.....	.....	1,290 50	5,140 50	4 01
84	1,270 00	3 45	.....	837 56	2,111 01	844 73
85	1,488 29	.....	.....	199 51	1,687 80	241 45
86	1,555 00	.....	.....	372 58	1,927 58	232 02
87	2,450 00	.....	.....	634 38	3,084 38	432 38
88	3,152 58	.....	39 66	767 50	3,959 74	.....
89	10,703 40	.....	.....	4,594 39	15,297 79	161 85
90	2,672 72	.....	21 00	981 60	3,675 32	597 84
91	2,358 68	.....	.....	603 19	2,961 87	10 77
92	1,888 15	9 80	60 49	653 69	2,612 13	825 89
93	3,552 45	.....	.....	829 76	4,382 21	28 36
94	2,438 04	.....	34 91	848 42	3,321 37	217 69
95	3,800 75	.....	1 85	780 15	4,582 75	.....
96	4,308 66	.....	.....	1,147 39	5,456 05	150 23
97	2,468 75	.....	2 09	796 80	3,267 64	2,646 60
98	3,833 00	.....	10 00	868 97	4,711 97	10 89
99	2,415 00	.....	.....	389 71	2,804 71	465 19
100	3,105 05	.....	.....	760 18	3,865 23	.....
101	11,100 00	.....	1,123 49	2,979 88	15,203 37	5,114 86
	385,251 51	40,776 02	7,770 73	158,611 94	592,410 20	52,376 48
1	1,727,960 48	194,496 15	35,563 25	452,759 14	2,410,779 02	720,950 11
2	663,429 33	87,130 80	16,193 68	250,104 89	1,016 858 70	8,188 67
3	385,251 51	40,776 02	7,770 73	158,611 94	592,410 20	52,376 48
4	2,776.641 32	322,402 97	59,527 66	861,475 97	4,020,047 92	781,515 26
5	2,747,159 98	426,421 97	57,699 78	811,952 16	4,043,233 89	787,025 87
6	29,481 34	.....	1,827 88	49,523 81	.....	.....
7	.....	104,019 00	.....	.....	23,185 97	5,510 61
8	69	8	1.5	21.5		

VI.—TABLE F.—Roman

Counties. (Including incorporated villages, but not cities or towns.)	Number of schools.	Receipts.				Expendi		
		Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	10	428 00	5,560 70	2,365 35	8,354 05	4,515 00	825 82	23 02
2 Carleton	15	640 00	5,960 32	1,227 19	7,827 51	4,267 00	573 00	52 65
3 Essex	8	432 00	3,415 27	620 25	4,467 52	3,054 00	150 25	43 74
4 Frontenac	10	372 00	2,343 87	1,337 56	4,053 43	2,454 50	94 07	10 73
5 Grey	7	318 00	1,771 68	556 16	2,645 84	1,595 00	68 34	17 40
6 Hastings	7	283 00	1,618 89	571 30	2,473 19	1,543 50	306 90	3 60
7 Huron	6	253 00	2,236 78	370 30	2,860 08	1,885 00	45 06	15 52
8 Kent	5	249 00	2,011 58	1,118 29	3,378 87	1,634 50	324 50	16 20
9 Lambton	2	70 00	524 20	198 21	792 41	495 00	.....	.....
10 Lanark	3	143 00	601 07	332 99	1,077 06	675 00	7 25	26 33
11 Leeds and Grenville	5	223 00	1,206 85	486 82	1,916 67	1,280 00	2 00	.....
12 Lennox and Addington	2	66 00	477 04	95 43	638 47	446 76	.....	.....
13 Lincoln	2	69 00	1,135 63	306 39	1,511 02	700 00	344 00	6 20
14 Middlesex	4	71 00	970 47	210 61	1,252 08	890 00	.....	5 25
15 Norfolk	1	59 00	420 61	542 05	1,021 66	430 68	.....	.....
16 Northumberland	7	225 00	2,060 53	611 16	2,896 69	1,795 00	173 25	28 80
17 Ontario	1	89 00	54 68	847 61	991 29	625 00	100 00	.....
18 Peel	1	39 00	155 00	41 00	235 00	210 00	.....	.....
19 Perth	4	102 00	1,260 51	252 78	1,624 29	1,045 00	4 08	35 50
20 Peterborough	1	20 00	223 22	26 33	269 55	200 00	.....	.....
21 Prescott and Russell	66	3,224 00	22,191 51	12,757 82	38,173 33	19,181 60	7,910 85	456 22
22 Renfrew	9	700 00	2,992 59	1,147 96	4,840 55	2,865 42	140 60	63 59
23 Simcoe	3	233 00	1,112 82	285 06	1,630 88	1,150 00	181 88	12 60
24 Stormont, Dundas and Glengarry	10	747 00	5,047 54	894 32	6,688 86	4,491 00	810 38	42 82
25 Waterloo	7	356 00	3,158 10	1,590 26	5,104 36	2,752 50	15 18	.....
26 *Welland	1	21 00	.....	.....	21 00	21 00	.....	.....
27 Wellington	8	305 00	2,551 38	1,006 14	3,862 52	2,095 00	309 96	4 10
28 Wentworth	1	54 00	140 00	103 35	297 35	220 00	8 00	4 40
29 York	2	53 00	413 41	281 82	748 23	490 00	37 25	5 94
30 District Algoma	2	200 00	684 83	680 92	1,565 75	1,000 67	120 00	.....
31 " Nipissing	12	1,073 00	3,052 50	2,048 22	6,173 81	2,871 86	1,712 98	112 82
Total	222	11,117 00	75,362 67	32,913 65	119,393 32	66,879 99	14,265 60	987 43
Cities.								
1 Belleville	4	262 00	1,594 04	309 86	2,165 90	1,600 00	.....	.....
2 Brantford	2	248 00	1,513 40	388 00	2,149 40	1,166 33	428 22	6 58
3 Chatham	1	165 00	1,564 92	624 99	2,354 91	1,624 25	4 85	6 00
4 Guelph	3	260 00	2,909 74	159 99	3,329 73	1,700 00	.....	117 00
5 Hamilton	8	922 00	11,434 10	2,216 77	14,572 87	5 209 00	1,846 45	1,233 48
6 Kingston	4	490 00	4,850 00	3,889 42	9,229 42	3,893 00	1,288 03	164 05
7 London	6	569 00	6,653 26	362 00	7,584 26	2,633 33	2,250 00	300 00
8 Ottawa	23	4,325 00	81,725 00	11,115 76	97,165 76	20,740 00	32,553 36	110 00
9 St. Catharines	3	235 00	3,778 82	205 65	4,219 47	1,991 64	1,332 50	7 70
10 St. Thomas	1	138 00	.....	990 43	1,128 43	800 00	.....	.....
11 Stratford	1	238 00	2,378 33	615 81	3,232 14	1,300 00	800 00	44 00
12 Toronto	21	2,925 00	37,966 49	13,160 76	54,052 25	21,198 78	11,988 55	1,519 87
Total	77	10,777 00	156,368 10	34,039 44	201,184 54	63,856 33	52,491 96	3,508 68
Towns.								
1 Almonte	1	105 00	881 66	1,030 39	2,017 05	840 46	167 38	.....
2 Amherstburg	1	161 00	801 08	1,971 36	2,933 44	1,357 00	128 24	14 94
3 Arnprior	2	178 00	2,965 21	95 50	3,228 71	1,664 66	144 00	4 50
4 Barrie	1	107 00	1,361 41	993 77	2,462 18	900 00	320 98	19 74
5 Berlin	1	229 00	2,475 15	641 48	3,345 63	1,400 00	515 10	46 29

* No

Catholic Separate Schools.

	ture.					Pupils.			Attendance.							
	All other purposes.		Total amount expended.		Balan es.	Number of pupils.	Boys.	Girls.	Average attendance.	Per cent. of average to total attendance.	Less than 20 days during the year.	21 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$	c	$	c.	$ c.											
1	1,716	92	7,080	76	1,273 29	1,106	583	523	669	61	43	105	182	285	467	24
2	1,861	85	6.754	50	1,073 01	1,291	663	628	713	55	95	228	332	263	340	43
3	780	55	4,028	51	4 8 98	582	288	294	372	64	27	27	114	134	227	53
4	563	27	3,122	57	930 86	344	176	168	198	58	16	43	67	56	127	35
5	353	24	2,033	98	611 86	293	158	135	119	41	34	48	95	67	44	5
6	225	54	2,079	54	393 65	263	140	123	123	47	21	47	60	77	58	....
7	378	57	2,324	15	535 93	407	232	175	230	57	30	43	58	126	139	11
8	675	18	2,650	38	728 49	396	206	190	193	49	50	70	75	89	109	3
9	107	96	602	96	189 45	104	59	45	46	44	10	20	25	28	21	....
10	210	43	919	01	158 05	110	52	58	59	54	8	16	21	27	36	2
11	312	89	1,594	89	321 78	225	125	100	130	58	14	34	40	54	74	9
12	116	22	562	98	75 49	84	43	41	45	54	7	9	12	26	30	....
13	343	99	1,394	19	116 83	155	75	80	92	59	6	17	34	31	67	....
14	180	77	1,076	02	176 06	125	76	49	69	55	7	10	17	22	50	19
15	164	41	595	09	426 57	103	58	45	45	44	4	21	14	19	45	....
16	420	96	2,418	01	478 68	254	137	117	133	52	19	30	57	78	70	....
17	151	51	876	51	114 78	100	53	47	68	68	3	6	18	17	43	13
18	25	00	235	00	.... ..	34	20	14	13	38	2	7	7	10	8	....
19	336	09	1,490	67	203 62	211	118	93	110	52	20	31	49	61	49	1
20	24	60	224	60	44 95	33	16	17	15	46	5	5	6	11	6	....
21	3,353	36	30,902	03	7,271 30	5,625	2,887	2,738	2,895	51	504	792	1,322	1,249	1,589	169
22	305	71	3,375	32	1,465 23	536	257	279	265	50	48	86	120	117	143	22
23	161	50	1,505	98	124 90	222	123	99	139	63	14	15	35	50	85	23
24	1,213	91	6,558	11	130 75	1,176	586	590	552	47	111	185	330	279	258	13
25	1,141	12	3,908	80	1,195 56	659	353	306	365	55	39	115	104	141	223	27
26	....		21	00	....	....	....		....	....	....	....	....	....	....	....
27	788	76	3,197	82	664 70	403	204	199	244	61	26	36	81	98	154	8
28	24	95	257	35	40 00	27	14	13	11	41	1	6	10	4	6	....
29	131	31	664	50	83 73	105	48	57	55	53	9	19	20	27	30	....
30	122	76	1,243	43	322 32	200	111	89	92	46	19	35	51	35	50	10
31	549	94	5,247	60	926 21	655	321	334	284	43	121	110	159	132	125	8
	16,743	27	98,876	29	20517 03	15,828	8,182	7,646	8,344	53	1,313	2,216	3,505	3,613	4,673	508
1	462	22	2,062	22	103 68	405	230	175	250	62	11	28	165	92	109	....
2	470	30	2,071	43	77 97	321	155	166	231	72	4	16	23	67	211	....
3	602	24	2,237	34	117 57	345	183	162	215	62	24	30	56	83	152	....
4	857	38	2,674	38	655 35	412	224	188	315	77	7	28	41	124	212	....
5	4,815	30	13,104	23	1,468 64	1,639	772	867	1,170	71	40	95	239	276	989	....
6	3,769	00	9,114	08	115 34	793	395	398	564	71	14	41	115	180	443	....
7	1,916	62	7,099	95	484 31	764	411	353	570	75	4	60	109	141	450	....
8	37,867	61	91,270	97	5,894 79	5,487	2,842	2,645	3,622	66	106	453	1,314	1,153	2,461	....
9	867	54	4,199	38	20 09	354	198	156	231	65	4	24	64	96	166	....
10	320	63	1,120	63	7 80	202	109	93	169	83	....	....	8	27	167	....
11	1,078	74	3,222	74	9 40	321	177	144	226	71	9	16	48	76	172	....
12	12,072	23	46,779	43	7,272 82	5,002	2,549	2,453	3,484	70	233	426	837	913	2,593	....
	65,099	81	184,956	78	16,227 76	16,045	8,245	7,800	11,047	69	456	1,217	3,019	3,228	8,125	
1	424	24	1,432	08	584 97	160	85	75	95	59	9	16	36	34	65	....
2	1,144	46	2,644	64	288 80	263	117	146	175	67	7	29	51	67	109	....
3	989	80	2,802	96	435 75	422	207	215	247	59	17	54	81	108	162	....
4	780	65	2,021	37	440 81	192	93	99	138	72	7	11	21	47	106	....
5	790	90	2,752	29	593 34	401	207	194	269	67	15	24	61	81	220	....

report.

VI.—TABLE F.—Roman

Towns.—*Continued.*	Number of schools.	Receipts. Legislative grants.	School rate on supporters.	Subscribed and from other sources.	Total amount received.	Expendi Teachers' salaries.	Sites and building school houses.	Maps, apparatus, prizes and libraries.
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
6 Brockville	1	258 00	2,425 38	174 73	2,858 11	2,220 00	....	.....
7 Cobourg	1	138 00	925 00	26 54	1,089 54	800 00	.....	.....
8 Cornwall	3	446 00	4,392 00	324 98	5,162 98	3,560 00	.....	.....
9 Dundas	1	133 00	835 00	315 37	1,283 37	700 00	.....	.....
10 Galt	1	55 00	459 95	77 23	592 18	325 00	132 97	10 60
11 Goderich	1	51 00	487 05	39 34	577 39	400 00	.....	30 00
12 Ingersoll	1	77 00	897 41	.....	974 41	575 00	10 00	3 25
13 Lindsay	2	251 00	2,096 82	1,590 01	3,937 83	2,110 00	... .	.. ..
14 *Mattawa	1	60 00	3,041 01	299 25	3,400 26	1,653 61	1,030 89	144 41
15 Newmarket	1	37 00	255 28	151 15	443 43	280 00	6 00	.....
16 Niagara Falls	1	107 00	848 88	218 35	1,174 23	600 00	.....	25 00
17 North Bay	2	89 00	1,300 00	384 09	1,773 09	1,024 98	260 11	50 00
18 Oakville	1	18 00	253 88	105 03	376 91	300 00	.. ..	1 00
19 Orillia	1	105 00	1,650 97	1,467 38	3,223 35	1,375 00	339 00	.....
20 Oshawa	1	51 00	387 60	116 30	554 90	420 00	.....	.... ..
21 Owen Sound	1	70 00	708 28	549 15	1,327 43	385 00	343 80	.....
22 Paris	1	34 00	454 34	446 84	935 18	360 00	... .	.....
23 Parkhill	1	36 00	316 55	99 73	452 28	340 00	4 50	.. ....
24 Pembroke	1	266 00	2,860 96	182 00	3,308 96	2,492 50	321 87	.....
25 Perth	1	124 00	901 00	120 00	1,145 00	650 00	155 54	20 00
26 Peterborough	3	403 00	4,741 60	986 99	6,131 59	3,859 00	20 20	.....
27 Picton	1	27 00	245 00	991 20	1,263 20	350 00	.....	22 69
28 Port Arthur	1	99 00	992 45	553 43	1,644 88	1,090 00	89 28	45 00
29 Prescott	1	148 00	863 00	677 86	1,688 86	1,100 00	.....	.....
30 Preston	1	In Co	400 14	322 24	722 38	300 00	146 95	.....
31 Rat Portage	2	72 00	1,700 00	239 11	2,011 11	1,000 00	.....	.....
32 Renfrew	2	153 00	3,329 97	200 00	3,682 97	1,997 16	.....	.....
33 Sarnia	1	101 00	1,065 48	213 90	1,380 38	900 00	.....	.....
34 Sault Ste. Marie	1	62 00	899 55	288 75	1,250 30	823 00	87 50	12 00
35 St. Mary's	1	48 00	379 41	326 00	753 41	325 00	132 15	31 00
36 Sturgeon Falls	1	91 00	966 94	32 00	1,089 94	550 00	56 00	.....
37 Sudbury	1	88 00	2,150 98	52 69	2,291 67	750 00	714 61	.....
38 Thorold	1	74 00	1,000 00	461 96	1,535 96	700 00	431 89	15 00
39 Trenton	1	160 00	1,814 00	305 09	2,279 09	1,250 00	425 00	.....
40 Vankleekhill	1	138 00	759 00	274 63	1,171 63	800 00	45 25	6 38
41 Walkerton	1	94 00	626 42	22 93	743 35	500 00	6 00	18 75
42 Wallaceburg	1	83 00	886 29	114 55	1,083 84	741 66	.....	.....
43 Waterloo	1	71 00	700 00	14 68	785 68	400 00	129 74	1 10
44 Whitby	1	34 00	225 00	219 95	478 95	265 00	.....	..
Total	....	5,132 00	57,727 10	17,717 93	80,577 03	44,434 03	6,164 85	521 65
Totals.								
1 Counties, etc	222	11,117 00	75,362 67	32,913 65	119,393 32	66,879 99	14,265 60	987 43
2 Cities	77	10,777 00	156,368 10	34,039 44	201,184 54	63,856 33	52,491 96	3,508 68
3 Towns	53	5,132 00	57,727.10	17,717 93	80,577 03	44,434 03	6,164 85	521 65
4 Grand Total, 1899	352	27 026 00	289,457 87	84 671 02	401,154 89	175,170 35	72,922 41	5,017 76
5 " 1898	345	26,538 85	231,969 86	130,676 15	389,184 86	167,671 21	103,085 92	5,598 37
6 Increase	7	487 15	57,488 01	.....	11,970 03	7,499 14	.....	.... .
7 Decrease	....	.....	....	46,005 13	....	....	30,163 51	580 61
8 Percentage	....	7	72	21	.....	50	21	1
Cost per pupil—								
1 Counties	....	6 25						
2 Cities	....	11 53						
3 Towns	....	6 87						
4 Province	....	8 42						

* No report received ; statistics for preceding year.

Catholic Separate Schools

ture.				Pupils.			Attendance.							
	All other purposes.	Total amount expended.	Balances.	Number of pupils.	Boys.	Girls.	Average attendance.	Per cent. of average to total attendance.	Less than 20 days during the year.	21 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	$ c.	$ c.	$ c.											
6	600 34	2,820 34	37 77	397	183	214	301	76	8	17	41	85	246	....
7	272 98	1,072 98	16 56	228	115	113	147	65	7	21	40	49	111	....
8	1,571 47	5,131 47	31 51	919	444	475	577	63	43	94	219	243	320	....
9	241 85	941 85	341 52	233	135	98	158	68	3	16	42	33	139	....
10	54 60	523 17	69 01	94	49	45	70	75	2	3	10	19	59	1
11	78 69	508 69	68 70	77	39	38	63	82	.....	.....	3	14	60	....
12	385 08	973 33	1 08	104	46	58	70	67	1	11	15	23	54	....
13	510 47	2,620 47	1,317 36	372	158	214	248	67	6	15	67	91	193	....
14	564 05	3,392 96	7 30	284	152	132	164	58	9	25	75	60	115	....
15	37 48	323 48	119 95	80	43	37	47	59	9	6	13	20	32	....
16	273 98	898 98	275 25	160	78	82	110	69	9	8	17	39	87	....
17	327 41	1,662 50	110 59	215	113	102	126	59	3	19	44	63	86	....
18	53 94	354 94	21 97	39	21	18	23	59	.....	6	10	8	15	....
19	289 48	2,003 4[illegible]	1,219 87	214	103	111	169	79	1	7	15	47	144	....
20	134 90	554 90	.....	99	51	48	62	63	2	11	21	17	48	....
21	107 67	836 47	490 96	129	73	56	73	57	2	8	45	30	43	1
22	148 71	508 71	426 47	65	32	33	44	68	1	4	10	23	27	....
23	107 78	452 28	.... ..	70	28	42	43	61	3	7	12	21	27	....
24	455 57	3,269 94	39 02	565	322	243	359	64	19	53	100	135	258	....
25	295 00	1,120 54	24 46	227	118	109	156	69	10	13	29	68	107	....
26	1,192 35	5,071 55	1,060 04	764	397	367	526	69	10	42	108	168	436	....
27	157 43	530 12	733 08	44	27	17	28	64	4	1	8	9	22	....
28	406 76	1,631 04	13 84	169	94	75	113	67	8	8	23	38	87	....
29	588 86	1,688 86	.....	219	116	103	155	70	9	17	20	41	132	.. ..
30	82 78	529 73	192 65	82	42	40	59	72	2	6	2	25	47	....
31	515 25	1,515 25	495 86	269	136	133	162	60	7	21	69	64	108	....
32	929 15	2,926 31	756 66	335	164	171	204	61	14	31	65	73	152	....
33	270 91	1,170 91	209 47	198	87	111	121	61	8	5	30	30	122	3
34	179 00	1,101 50	148 80	170	85	85	100	59	21	25	34	38	52	....
35	172 95	661 10	92 31	68	33	35	49	72	2	3	9	19	35	....
36	176 41	782 41	307 53	180	91	89	76	42	19	27	69	34	31	....
37	376 94	1,841 45	450 22	264	135	129	115	44	34	33	69	60	68	. ..
38	184 82	1,331 71	204 25	114	51	63	73	64	4	13	19	19	59	....
39	467 30	2,142 30	136 79	251	109	142	190	76	.....	23	23	62	143	....
40	.....	851 63	320 00	262	107	155	137	52	13	44	57	72	76	....
41	160 47	685 22	58 13	203	102	101	141	70	3	16	27	43	114	...
42	202 53	944 19	139 65	148	74	74	78	53	5	24	63	34	22	....
43	213 86	744 70	40 98	121	62	59	80	66	7	10	20	27	57	....
44	138 82	403 82	75 13	53	26	27	35	66	.....	4	14	12	23	. ..
	17,058 09	68,178 62	12,398 41	9,923	4,950	4,973	6,376	64	363	831	1,812	2,293	4,619	5
1	16 743 27	98,876 29	20,517 03	15,828	8,182	7,646	8,344	53	1,313	2,216	3 505	3,613	4,673	508
2	65,[illegible]99 81	184,9[illegible]6 78	6 227 76	16,045	8,24[illegible]	7,800	11,047	69	456	1,217	3,019	3,228	8,125	..
3	17,058 09	68,178 62	12,398 41	9,923	4,950	4,973	6,376	64	363	831	1,812	2,293	4,619	5
4	98 901 17	352,011 69	49,143 20	41,796	21,377	20,419	25.767	62	2,132	4,264	8,336	9,134	17,417	513
5	73,[illegible]25 89	349,481 39	39,703 47	41,667	21,249	20,418	25,671	62	2,142	4,380	7,899	8,999	17,553	694
6	25.775 28	2,530 30	9,439 73	129	128	1	96	.....	....	.....	437	135	..	....
7	.....	.....	.....	... .	.....	.....	.....	.....	10	116	.....	.....	136	181
8	28	.....	.....	.....	51	49	.....	.....	5	10	20	22	42	1

VII.—TABLE G.—The Roman

Counties. (Including incorporated villages, but not cities or towns.	Teachers.					Number in the					
	Number of teachers.	Male.	Female.	Average salary, male.	Average salary, female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
1 Bruce	18	5	13	372	198	1,106	1,106	1,106	1,093	827	968
2 Carleton	22	1	21	230	197	1,291	1,288	1,288	1,044	601	576
3 Essex	12		12		246	582	582	582	582	487	480
4 Frontenac	10	3	7	210	241	344	344	344	339	253	218
5 Grey	7	1	6	220	224	293	283	293	293	205	29
6 Hastings	7		7		232	263	263	263	255	156	163
7 Huron	7	2	5	280	267	407	407	396	351	297	209
8 Kent	7		7		230	396	396	396	360	336	346
9 Lambton	2	1	1	260	235	104	104	104	104	63	
10 Lanark	3		3		225	110	110	110	100	72	91
11 Leeds and Grenville	7	2	5	195	210	225	207	222	198	136	78
12 Lennox & Addington	2	1	1	240	225	84	84	84	67	48	
13 Lincoln	3		3		233	155	155	155	155	108	93
14 Middlesex	4	1	3	190	233	125	123	123	118	89	46
15 Norfolk	1		1		260	103	103	103	103	103	103
16 Northamberland	7	1	6	350	235	254	253	253	236	205	30
17 Ontario	2	1	1	400	225	100	100	100	98	98	
18 Peel	1		1		210	34	34	34	27	17	
19 Perth	4	2	2	273	250	211	208	211	164	125	51
20 Peterborough	1		1		200	33	33	33	29	22	
21 Prescott & Russell	82	17	65	256	216	5,625	5,505	5,528	3,348	2,552	1,160
22 Renfrew	13	1	12	200	213	536	532	519	418	331	185
23 Simcoe	6	1	5	390	152	222	222	222	222	208	
24 Stormont, Dundas & Glengarry	20	1	19	450	204	1,176	1,081	1,110	825	477	167
25 Waterloo	12	2	10	305	214	659	659	659	631	382	536
26 Wellington	9		9		233	403	401	402	399	336	29
27 Wentworth	1		1		200	27	27	27	27	19	27
28 York	2		2		208	105	105	105	105	61	7
29 District Algoma	4	1	3	325	183	200	129	128	52	39	6
30 District Nipissing	14	4	10	269	207	655	606	621	321	195	67
Total	290	48	242	277	216	15,828	15,450	15,521	12,064	8,848	6,040
Cities.											
1 Belleville	6	1	5	600	200	405	405	405	405	236	
2 Brantford	5		5		222	321	321	321	321	258	258
3 Chatham	6	1	5	500	225	345	345	345	345	345	345
4 Guelph	8		8		213	412	412	412	412	320	412
5 Hamilton	38		38		135	1,639	1,639	1,639	1,639	1,639	
6 Kingston	15	2	13	550	225	793	793	793	793	634	438
7 London	16		16		164	764	764	764	764	764	764
8 Ottawa	90	8	82	594	197	5,487	5,487	5,487	5,161	3,606	4,547
9 St. Catharines	9	1	8	500	191	354	354	354	354	336	333
10 St. Thomas	4		4		200	202	202	202	202	202	202
11 Stratford	6		6		217	321	321	321	321	321	321
12 Toronto	94	26	68	300	200	5,002	5,002	5,002	5,002	4,463	4,942
Total	297	39	258	391	190	16,045	16,045	16,045	15,719	13,124	12,562
Towns.											
1 Almonte	3	1	2	425	200	160	160	160	160	89	160
2 Amher-tburg	5	1	4	600	200	263	263	263	263	197	263
3 Arnprior	6	1	5	550	200	422	422	422	422	422	367
4 Barrie	4		4		225	192	192	192	192	144	192
5 Berlin	8		8		200	401	401	401	401	279	401

Catholic Separate Schools.

	different branches of instruction.											Maps and prizes.		Arbor Day.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	579	152	314	327	736	14	5	5	....	....	56	68	7	23
2	517	103	302	412	421	18	15	15	....	4	50	78	8	17
3	274	89	171	199	480	22	12	12	4	1	32	70	6	20
4	275	132	180	136	321	9	9	7	2	....	59	61	1	8
5	184	65	112	108	121	12	12	12	....	....	19	37	1	10
6	164	60	117	116	205	6	6	6	....	....	42	46	1	.....
7	239	135	201	164	265	20	20	20	....	....	133	49	2	.. ...
8	358	97	120	107	244	21	21	21	9	2	22	37	1	10
9	96	44	61	61	21	7	7	7	..	....	30	19	2	2
10	72	24	36	31	39	.....	.....	.....	....	....	.....	26	.....	6
11	162	69	106	91	162	13	13	13	13	9	5	48	1	5
12	48	17	31	24	30	....	.....	.....	....	....	.....	15	1	.... .
13	129	26	57	41	93	.....	.....	.....	....	....	.....	20	....	.....
14	87	38	50	67	85	6	6	6	....	....	76	36	2	4
15	41	24	24	24	103	7	.....	.....	....	....	.....	4	....	1
16	170	61	83	79	166	8	8	8	....	....	14	54	2	.....
17	74	37	58	58	... . ..	17	13	13	....	13	.....	11	.....	.....
18	17	8	12	8	.... ..	.....	.....	.....	....	....	.....	9	....	.....
19	139	48	54	32	59	7	7	7	3	3	44	37	1	4
20	18	6	16	6	.....	.....	.....	.....	....	..	1	7	.....	.....
21	2,257	184	683	1,349	1,905	118	13	7	2	....	45	321	40	41
22	272	141	181	247	287	46	38	36	7	37	27	35	2	14
23	195	35	62	52	165	10	10	10	....	....	43	18	1	6
24	787	159	272	180	610	23	16	16	10	....	.....	64	5	12
25	366	97	203	99	542	20	1	1	....	....	56	61	2	71
26	242	149	178	229	269	11	11	11	....	....	95	70	.....	12
27	19	8	10	4	.....	2	2	2	....	....	8	7	....	.....
28	76	13	13	6	71	.....	.....	.....	....	....	.....	9	1	.... .
29	39	2	13	.....	.....	1	.....	.....	....	....	.....	12	2	.....
30	189	71	81	102	116	7	6	5	....	....	19	53	9	.....
	8,085	2 094	3,801	4,3?9	7,516	425	251	240	50	69	876	1,382	98	266
1	236	68	159	159	405	.....	.....	....	....	....	.....	30	.....	... .
2	213	60	133	213	321	.....	.....	....	...	....	.....	13	2	.....
3	127	80	127	191	191	.....	.....	....	....	....	.....	10	.....	.....
4	268	62	171	171	412	.. ....	.....	....	....	....	.....	42	3	.....
5	1,639	277	554	1,639	1,639	66	66	66	66	14	.....	114	8	.....
6	793	160	361	361	793	33	33	33	33	33	.....	50	. ....	.....
7	764	117	266	764	764	117		....	....	....	..	35	...	6
8	3,021	586	2,413	1,217	4,202	132	90	85	61	....	117	200	23	47
9	252	96	161	252	354	.....	... .	....	....	....	.....	23	.....	.....
10	202	66	66	118	202	.....	.....	...	....	....	. ....	8	1	.....
11	321	99	99	99	321	....	...	....	....	....	.....	23	.....	.... ..
12	4,463	773	1,518	806	5,002	213	260	181	157	42	.....	374	.....	.....
	12,299	2,444	6,028	5,990	14,606	561	449	365	317	89	117	922	37	53
1	89	41	89	41	160	.....	.....	....	....	....	... ..	12	.....	.....
2	112	54	112	54	263	19	16	16	7	....	.....	29	1	.....
3	422	55	55	55	367	.....	.....	....	...	....	.....	8	2	.... .
4	128	83	83	83	.....	.....	.....	....	....	....	.....	16	.....	24
5	158	58	158	158	401	.....	....	....	...	....	....	25	1	.....

VII.—TABLE G.—The Roman

Towns.—*Con.*	Teachers.					Number in the					
	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				$	$						
6 Brockville	9	1	8	675	244	397	397	397	397	397	214
7 Cobourg	4	....	4	.....	200	228	228	228	228	155	228
8 Cornwall	14	1	13	720	219	919	919	919	919	315	475
9 Dundas	4	....	4	.....	175	233	233	233	233	233	233
10 Galt	1	....	1	.....	325	94	94	94	94	57	94
11 Goderich	2	....	2	.....	200	77	77	77	77	62	77
12 Ingersoll	2	....	2	.....	288	104	104	104	104	73	104
13 Lindsay	7	1	6	600	248	372	372	372	372	372	372
14 *Mattawa	5	1	4	650	225	284	284	284	284	284	284
15 Newmarket	1	1	...	280	.....	80	80	80	80	32	.....
16 Niagara Falls	3	....	3	....	200	160	160	160	160	117	160
17 North Bay	3	....	3	.....	341	215	215	215	215	140	113
18 Oakville	1	....	1	.....	300	39	39	39	39	39	.....
19 Orillia	4	....	4	.....	350	214	214	214	214	214	214
20 Oshawa	2	....	2	.....	200	99	99	99	99	62	99
21 Owen Sound	2	....	2	..	193	129	129	129	129	129	129
22 Paris	2	....	2	.....	180	65	65	65	65	65	65
23 Parkhill	1	....	1	....	340	70	70	70	70	42	70
24 Pembroke	9	1	8	600	237	565	565	565	565	325	164
25 Perth	4	....	4	.....	200	227	227	227	227	227	227
26 Peterborough	14	1	13	800	237	764	764	764	764	465	764
27 Picton	1	1	....	350	.....	44	44	44	44	44	....
28 Port Arthur	3	....	3	.....	300	169	169	169	169	149	169
29 Prescott	4	1	3	500	200	219	219	219	219	141	219
30 Preston	1	....	1	....	300	82	82	82	82	82	.....
31 Rat Portage	6	....	6	.....	167	269	269	269	187	269	269
32 Renfrew	6	1	5	540	230	335	335	335	288	176	274
33 Sarnia	4	....	4	.....	225	198	198	198	198	160	.....
34 Sault Ste. Marie	3	....	3	.....	267	170	170	170	170	71	170
35 St. Mary's	1	....	1	.....	325	68	68	68	68	48	68
36 Sturgeon Falls	2	....	2	.....	275	180	180	180	180	75	.....
37 Sudbury	3	....	3	.....	250	264	264	264	264	264	264
38 Thorold	3	....	3	.....	233	114	114	114	114	114	114
39 Trenton	5	....	5	.....	250	251	251	251	251	123	251
40 Vankleekhill	6	....	6	.....	133	262	262	257	257	250	262
41 Walkerton	4	....	4	.....	125	203	203	203	203	203	203
42 Wallaceburg	2	1	1	500	300	148	148	148	148	115	.....
43 Waterloo	2	....	2	.....	200	121	121	121	121	121	121
44 Whitby	1	....	1	....	265	53	53	53	53	39	.....
Total	177	14	163	556	226	9,923	9,923	9,918	9,789	7,380	7,853
Totals.											
1 Counties, etc	290	48	242	277	216	15,828	15,450	15,521	12,064	8,848	6,040
2 Cities	297	39	258	391	190	16,045	16,045	16,045	15,719	13,124	12,562
3 Towns	177	14	163	556	226	9,923	9,923	9,918	9,789	7,380	7,853
4 Grand total, 1899	764	101	663	360	208	41,796	41,418	41,484	37,572	29,352	26,455
5 Grand total, 1898	744	87	657	372	212	41,667	41,473	41,396	37,345	29,578	25,322
6 Increase	20	14	6	.....	.....	129	.....	88	227	.....	1,133
7 Decrease	....	..	...	12	4	.....	55	.....	.....	226	.....
8 Percentage	....	13	87	.....	.....	100	100	100	90	70	63

* No report received ; statistics for preceding year.

Catholic Separate Schools.

		different branches of instruction.										Maps and prizes.		Arbor Day.
	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
6	397	131	170	86	397	.....	.....	....	....	....	.....	30	1	.....
7	228	34	71	71	228	.....	.....	....	....	....	.....	9	.....	.....
8	315	80	190	80	475	.....	.....	....	....	....	.....	16	.....	.....
9	233	74	74	233	.....	.....	.....	....	....	....	.....	30	.....	.....
10	72	15	30	15	94	.....	.....	....	....	....	.....	6	.....	.....
11	38	38	38	62	77	.....	....	....	....	....	.....	8	1	.....
12	65	35	65	35	104	.....	.....	....	....	....	.....	10	.....	.....
13	372	112	170	83	372	.....	27	27	....	10	.....	20	.....	.....
14	234	46	76	36	111	8	16	16	....	8	....	20	1	.....
15	46	19	32	32	80	.....	.....	....	....	....	.....	10	.....	.....
16	117	40	65	65	160	.....	....	....	....	....	.....	14	.....	.....
17	140	55	89	35	102	.....	.....	....	....	....	.....	14	.....	.....
18	28	12	17	17	39	.....	.....	....	....	....	.....	6	1	.....
19	110	63	110	140	214	.....	.....	....	....	....	.....	9	.....	.....
20	99	20	38	20	99	.....	.....	....	....	....	.....	5	.....	.....
21	129	52	52	129	129	.....	.....	....	....	....	.....	9	1	.....
22	56	33	33	65	65	.....	.....	....	....	....	12	5	1	.....
23	42	11	11	27	70	.....	.....	....	....	....	.....	9	1	.....
24	565	104	177	104	.....	.....	.....	....	....	....	.....	30	1	.....
25	227	92	92	123	227	.....	.....	....	....	....	.....	5	.....	.....
26	531	142	229	434	764	.....	.....	....	....	....	.....	44	.....	.....
27	27	13	20	13	.....	.....	.....	....	....	....	.....	9	.....	.....
28	126	74	104	104	169	.....	.....	....	....	....	.....	15	1	.....
29	170	49	100	100	219	.....	....	....	....	....	.....	15	.....	.....
30	69	14	34	34	82	.....	.....	....	....	....	.....	8	.....	.....
31	177	114	114	140	.....	.....	.....	....	....	....	.....	10	2	.....
22	259	107	138	107	.....	.....	.....	....	....	....	.....	21	2	.....
33	135	47	66	47	198	.....	.....	....	....	....	.....	17	.....	.....
34	49	22	49	22	170	.....	.....	....	....	....	.....	8	1	.....
35	35	14	35	35	.....	.....	.....	....	....	....	.....	10	.....	.....
36	22	9	22	.....	.....	.....	.....	....	....	....	.....	6	.....	.....
37	264	55	55	55	264	3	1	1	....	....	13	6	.....	.....
38	114	34	58	34	114	.....	.....	....	....	....	.....	7	.....	.....
39	123	30	74	74	251	.....	.....	....	....	....	.....	17	1	.....
40	240	32	88	32	262	12	7	8	....	....	....	13	.....	6
41	203	45	86	203	203	.....	.....	....	....	....	.....	15	1	2
42	63	34	29	34	.....	10	10	10	....	....	.....	8	.....	.....
43	41	14	41	14	.....	.....	....	....	....	....	.....	12	1	.....
44	39	23	23	12	.....	.....	.....	....	....	....	.....	12	.....	.....
	7,109	2,229	3,462	3,343	6,930	52	77	78	7	18	25	608	21	32
1	8,085	2,094	3,801	4,359	7,516	425	251	240	50	69	876	1,382	98	266
2	12,299	2,444	6,028	5,990	14,606	561	449	365	317	89	117	922	37	53
3	7,109	2,229	3,462	3,343	6,930	52	77	78	7	18	25	608	21	32
4	27,493	6,767	13,291	13,692	29,052	1,038	777	683	374	176	1,018	2,912	156	351
5	24,138	6,508	14,057	17,964	25 779	1,266	862	844	205	185	94	2,888	101	336
6	3,355	259	.....	.....	3,273	.....	.....	.....	169	....	924	24	55	15
7	.....	.....	766	4,272	.....	228	85	161	....	9	.....	.....	....	.....
8	66	16	32	33	70	2	2	2	1	.4	2	7	.37	1

VIII.—TABLE H.—The

Collegiate Institutes.	Receipts.					
	Legislative grants.	Municipal grants (county)	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Aylmer	868 96	900 00	1,250 00	772 00	1,164 50	4,955 46
2 Barrie	1,076 39	934 00	933 37	1,584 50	3,072 72	7,600 98
3 Brantford	1,314 25	.....	7,000 00	2,625 90	125 32	11,065 47
4 Brockville	1,112 48	1,277 00	6,300 00	33 00	2,234 68	10,957 16
5 Chatham	1,255 25	999 01	5,475 00	1,059 80	726 44	9,515 50
6 Clinton	966 16	1,612 55	1,400 00	1,011 00	991 53	5 981 24
7 Cobourg	940 55	940 55	3,500 00	1,005 00	10,343 26	16,729 36
8 Collingwood	909 84	909 84	2,060 00	860 00	209 92	4,889 60
9 Galt	1,208 25	1,208 25	3,568 00	1,973 00	1,255 58	9,213 08
10 Goderich	1,106 27	1,231 03	2,400 00	1,429 50	1,335 81	7,502 61
11 Guelph	1,158 47	.....	5,485 54	786 65	347 46	7,778 12
12 Hamilton	*4,355 77	.....	23,220 51	4,745 50	.....	32,321 78
13 Ingersoll	981 13	933 13	2,818 92	713 00	238 08	5,684 26
14 Kingston	1,221 87	.....	7,150 00	4,148 00	35 40	12,555 27
15 Lindsay	1,272 16	2,453 10	2,659 15	1,483 75	139 49	8,007 65
16 London	1,435 68	.....	25,219 75	2,120 00	1,714 71	30,490 14
17 Morrisburg	1,070 17	2,215 14	2,065 75	767 00	2,340 17	8,458 23
18 Napanee	1,062 76	3,000 00	2,600 00	169 70	683 60	7.516 06
19 Niagara Falls	1,056 17	3,237 25	3,900 00	.....	454 13	8,647 55
20 Ottawa	1,295 95	.....	9,020 00	7,143 50	2,970 11	20,429 56
21 Owen Sound	1,200 38	2,473 60	4,512 50	2,033 50	474 72	10,694 70
22 Perth	971 09	2,148 29	2,572 76	433 50	335 43	6,461 07
23 Peterborough	1,235 01	7,000 00	.....	2,214 00	172 02	10,621 03
24 Ridgetown	993 69	1,911 50	950 00	1,075 70	955 33	5,886 22
25 Sarnia	1,087 89	1,841 14	4,139 26	118 00	1,018 40	8,204 69
26 Seaforth	995 71	1,767 15	1,800 00	1,279 60	1,231 73	7,074 19
27 Stratford	1,187 79	1,300 00	5,500 00	1,662 50	280 16	9,930 45
28 Strathroy	977 74	1,935 09	2,400 00	1,073 00	120 65	6,506 48
29 St. Catharines	1,176 66	.....	5,449 39	248 00	1,766 75	8,640 80
30 St. Mary's	954 11	799 20	2,650 00	1,177 50	218 21	5,799 02
31 St. Thomas	1,295 38	2,361 11	5,012 47	702 00	50 00	9,420 96
32 Toronto (Harbord)	1,362 11	.....	11,670 66	7,237 00	2,502 06	22,761 83
33 " (Jameson)	1,334 04	.....	11,670 66	4,009 00	2,011 06	19,024 76
34 " (Jarvis)	1,345 95	.....	11,670 66	4,728 00	3,201 81	20,946 42
35 Whitby	831 82	1,392 56	2,400 00	425 00	213 82	5,263 20
36 Windsor	1,164 63	1,251 04	6,128 59	.....	149 99	8,694 25
37 Woodstock	1,235 75	2,012 75	3,600 00	1,861 00	1,516 95	10,226 45
1 Total, 1899	45,018 28	50,044 28	200,092 94	64,298 10	46,602 00	406,455 60
2 " 1898	41,923 59	45,596 86	215,210 77	66,587 81	49,164 60	418,483 63
3 Increase	3,094 69	4,447 42	.....	.....	.....	.....
4 Decrease	.....	.....	15,117 83	1,889 71	2,562 60	12,028 03
5 Percentage	11	12	49	16	12	.....
6 Cost per pupil	$34 22					

* Of this amount, $3,000 was Annual and Special

Collegiate Institutes.

	Expenditure.					Balances.	Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies and other expenses.	Total expenditure.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	3,799 70	411 62	.....	744 14	4,955 46	.....	Form I., $5 ; others $10.
2	5,691 65	127 65	35 99	988 20	6,843 49	757 49	$10.
3	8,691 64	224 71	.....	2,149 12	11,065 47	.....	Res., $10 ; non-res., $16.
4	6,583 32	94 31	65 57	2,087 76	8,830 96	2,126 20	Res., free ; Co. pupils, $2.50.
5	7,450 00	393 88	384 87	1,286 75	9 515 50	.....	City, $6 ; Co. $10.
6	4,676 25	243 06	....	544 65	5,463 96	517 28	$6 ; $8 ; $10.
7	5,104 65	101 70	142 71	11,150 40	16,499 46	229 90	Res., $12; non-res., $14; Co., $7.50.
8	3,998 04	174 42	47 70	669 44	4,889 60	.....	Town, 75c. per mo. ; Co. $1 per mo ; outside, $1.50 per mo.
9	7,000 00	194 77	.....	1,988 25	9,183 02	30 06	Co., $10 ; others $14.
10	5,284 50	.....	5 95	718 85	6,009 30	1,493 31	Co., $6, $8, $10 ; res., $5, $7, $10 ; non-res., $8, $10, $12
11	5,758 00	244 46	96 03	1,490 95	7,589 44	188 68	Res., free ; non-res , $20.
12	17,148 00	655 50	.....	14,518 28	32,321 78	.....	Res. $2.50, Form I. ; others, $10 ; non-res., $20.
13	4,725 00	18 75	214 00	615 08	5,572 83	111 43	$7.50.
14	10,349 99	287 64	126 75	1,707 22	12,471 60	83 67	Res., $10, $15 ; non-res., $20, $25 ; com'l., $5.
15	6,570 29	189 47	107 18	1,134 45	8,001 39	6 26	$7.50 ; $10 ; $20.
16	22,530 00	1,267 39	294 69	5,774 35	29,866 43	623 71	Free, Form I., city ; city and Co. $10 ; outside Cos., $30.
17	4,688 54	636 84	7 00	497 56	5,829 94	2,628 29	Res., free ; others $6.
18	5,240 45	247 52	4 32	1,023 59	6,515 88	1,000 18	Res., free ; non-res., $10.
19	5,031 00	361 02	19 83	1,292 98	6,704 83	1,942 72	Free.
20	15,360 00	300 33	335 10	3,075 12	19,070 55	1,359 01	Res., Forms I., II., $20 ; non-res., $30 ; res., Forms III., IV., $25 ; non-res., $35.
21	8,760 00	46 58	157 51	1,431 22	10,395 31	299 39	Free, Form I.; res., Forms II.-IV., $8 to $12 ; Co., $10 ; non-res., $10 to $15.
22	4,771 00	53 41	.....	806 44	5,630 85	830 22	Res., free ; non-res , $16 ; Co., $10.
23	7,723 50	1,100 00	20 00	1,564 80	10,408 30	212 73	Res., $10 ; non-res., $25.
24	4,485 35	98 80	44 75	1,170 78	5,799 68	86 54	Res., $6 ; non-res., $10 ; Co., $10.
25	5,170 00	....	....	1,561 84	6,731 84	1,472 85	Free.
26	4,831 65	29 17	42 43	881 84	5,785 09	1,289 10	$6, Form I. ; $8, Form II. ; $10, Form III., IV.
27	7,296 95	588 24	57 46	1,556 46	9,499 11	431 34	$10.
28	5,290 00	45 20	60 50	1,095 50	6,491 20	15 28	$10 ; town pupils, Form I., free.
29	7,262 79	158 12	.....	1,211 66	8,632 57	8 23	Res., free ; outsiders $16.
30	4,500 00	361 72	45 74	702 37	5,609 83	189 19	Town, $5 ; Co., $10 ; outside, $15.
31	7,870 00	20 70	10 00	1,520 26	9,420 96	.....	Co., $10 ; other Cos., $30 ; city, Forms II., III., IV., $10.
32	17,358 00	329 22	244 77	4,829 84	22,761 83	....	$6 to $32.
33	14,076 00	682 43	156 40	4,109 93	19,024 76	.....	Form I , $6 to $13 ; Form II., $7 to $23 ; Form III., IV , $32.
34	15,798 00	427 87	234 80	4,485 75	20,946 42	.....	$16 ; $23 ; $32 ; with reduction for pupils not taking languages.
35	4,380 30	... .	10 95	796 48	5,187 73	75 47	Town, $6 ; Co., $7.50 ; outsiders $10.
36	6,534 41	437 75	301 95	1,420 14	8,694 25	.. ....	Free.
37	7,100 00	797 66	32 96	1,093 99	9,024 61	1,201 84	Res., $7.50 ; non-res., $10 ; Co., $7 50.
1	288,888 97	11,351 91	3,307 91	83,696 44	387,245 23	19,210 37	{ 9 free. 28 fee.
2	289,231 94	29,621 85	3,829 01	77,575 53	400,258 33	18,225 30	{ 9 free. 28 fee.
3	.....	.....	.....	6,120 91	....	985 07	
4	342 97	18,269 94	521 10	.....	13,013 10	.....	
5	74	3	1	22			

Grants *re* Ontario Normal College.

VIII.—TABLE H —The

High Schools.	Receipts.					
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1 Alexandria	605 27	605 27	2,134 00	....	1,147 07	4,491 61
2 Almonte	679 05	679 05	2,337 84	292 00	269 07	4,257 01
3 Arnprior	556 13	556 13	2,128 44	118 75	276 56	3,636 01
4 Arthur	599 05	599 05	375 00	715 60	492 65	2,781 35
5 Athens	704 15	1,677 62	1,300 00	84 00	1,410 91	5,176 68
6 Aurora	599 61	700 00	750 00	571 00	224 68	2,845 29
7 Beamsville	477 38	477 38	825 00	33 00	1,731 64	3,544 40
8 Bellville	842 57	424 00	3,478 66	228 00	....	4,973 23
9 Berlin	771 08	1,630 53	7,500 00	1,048 75	618 82	11,569 18
10 Bowmanville	774 74	774 74	1,160 00	477 00	1,445 23	4,631 71
11 Bradford	600 30	1,035 30	500 00	526 00	1,983 53	4,645 13
12 Brampton	829 11	1,759 11	1,700 00	1,455 00	86 04	5,829 26
13 Brighton	457 72	457 72	1,400 00	112 40	286 27	2,714 11
14 Caledonia	574 11	1,074 11	600 00	495 00	1,052 55	3,795 77
15 Campbellford	677 25	677 25	1,747 06	563 85	2,033 12	5,698 53
16 Carleton Place	679 00	679 00	1,500 00	314 00	2,057 04	5,229 04
17 Cayuga	559 34	1,234 96	500 00	303 00	740 30	3,337 60
18 Colborne	449 14	448 58	900 00	173 25	1,604 13	3,575 10
19 Cornwall	847 06	1,665 60	2,815 96	105 00	2,450 13	7,883 75
20 Deseronto	621 22	621 22	2,100 00	249 50	360 30	3,952 24
21 Dundas	641 83	1,843 44	739 17	617 00	187 61	4,029 05
22 Dunnville	620 79	1,645 58	1,400 00	369 00	....	4,035 37
23 Dutton	514 93	778 32	.....	689 05	1,307 24	3,289 54
24 Elora	545 75	702 75	850 00	509 00	58 06	2,665 56
25 Essex	728 94	1,715 93	300 00	13 00	624 28	3,382 15
26 Fergus	614 41	807 66	1,100 00	68 00	650 36	3,240 43
27 Forest	560 04	1,198 73	500 00	249 00	824 43	3,332 20
28 Gananoque	649 13	849 13	1,719 43	43 53	46 75	3,307 97
29 Georgetown	653 92	711 80	1,118 31	762 52	....	3,246 55
30 Glencoe	667 76	1,038 05	900 00	701 50	73 31	3,380 62
31 Gravenhurst	972 24	.....	1,133 32	458 50	26 20	2,590 26
32 Grimsby	427 30	505 53	350 00	44 00	203 98	1,530 81
33 Hagersville	629 86	1,312 05	550 00	194 00	1,032 00	3,717 91
34 Harriston	683 43	683 43	1,500 00	1,027 00	458 99	4,352 85
35 Hawkesbury	561 93	1,161 93	1,100 00	39 00	122 62	2,985 48
36 Iroquois	725 54	1,493 47	1,282 50	526 00	995 38	5,022 89
37 Kemptville	702 97	902 97	1,250 89	850 00	5 00	3,711 83
38 Kincardine	794 17	1,456 94	2,100 00	775 50	166 82	5,293 43
39 Leamington	666 36	1,204 96	1,460 00	64 00	378 65	3,773 97
40 Listowel	631 26	800 00	800 00	743 00	124 13	3,098 39
41 Lucan	621 17	1,010 46	300 00	831 00	247 95	3,010 58
42 Madoc	481 17	803 15	500 00	691 48	495 47	2,971 27
43 Markham	703 48	1,292 28	400 00	1,302 00	290 31	3,988 07
44 Meaford	768 60	1,316 35	1,150 00	802 00	140 08	4,177 03
45 Mitchell	634 16	800 00	1,850 00	306 00	645 88	4,236 04
46 Mount Forest	707 44	657 44	1,400 00	674 50	578 35	4,017 73
47 Newburgh	528 98	1,650 00	346 50	66 00	126 51	2,717 99
48 Newcastle	463 28	463 28	1,000 00	81 00	....	2,007 56
49 Newmarket	646 24	700 00	1,100 00	592 00	1,480 99	4,519 23
50 Niagara	435 97	435 97	550 00	....	120 30	1,542 24
51 Niagara Falls South	594 30	594 30	439 58	43 00	1,194 43	2,865 61
52 Norwood	620 41	737 98	1,834 62	.....	952 48	4,145 49
53 Oakville	482 93	104 70	1,286 81	276 00	721 94	2,872 38
54 Omemee	432 72	432 72	.....	268 00	620 67	1,754 11
55 Orangeville	786 59	1,050 00	1,400 00	1,278 00	358 72	4,873 31
56 Orillia	847 80	847 80	3,400 00	951 25	133 07	6,179 92
57 Oshawa	717 88	1,238 16	2,365 00	855 50	193 79	5,370 33
58 Paris	636 14	654 96	1,866 20	144 00	314 49	3,615 79

High Schools.

	Expenditure.					Balances.	Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
1	2,776 00	57 43	70 35	1,117 14	4,020 92	470 69	Free.
2	3,261 74	.....	.....	759 88	4,021 62	235 39	Res., $1 ; non-res. and Co., $10.
3	2,372 45	.....	3 52	540 92	2,916 89	719 12	Res., free ; non-res., $10.
4	2,157 80	112 36	109 10	402 09	2,781 35	.....	$10.
5	3,085 00	4 50	.....	1,800 96	4,890 46	286 22	Res., free ; non-res., $10 ; Co., $2.50.
6	2,126 55	20 53	36 95	363 72	2,547 75	297 54	$10.
7	1,350 00	1,057 87	87 00	316 17	2,811 04	733 36	Free.
8	4,283 40	246 30	8 00	435 53	4,973 23	.....	$25.
9	4,066 36	5,623 12	102 12	743 09	10,534 69	1,034 49	Res and Co., $10 ; non-res., $15.
10	3,600 00	72 30	7 00	952 41	4,631 71	.....	Form I., $4 ; Form II., $6 ; Forms III., IV., $7.50.
11	2,208 00	.....	.....	2,427 93	4,635 93	9 20	$10 ; Form I. free to res.
12	4,570 03	225 44	81 75	680 59	5,557 78	271 48	$10.
13	1,599 96	60 37	36 26	343 77	2,040 36	673 75	City pupils 75c. per mo.
14	2,250 01	274 05	20 90	307 58	2,852 54	943 23	$4.50.
15	3,159 54	4 70	49 15	2,485 14	5,698 53	.....	Res , $6 ; non-res., $10 ; Co , $7.50.
16	3,165 00	1,161 27	4 00	492 11	4,822 38	406 66	Res., free ; non-res., $10 ; Co., $10.
17	2,295 00	78 10	105 80	849 55	3,328 45	9 15	$4.50.
18	1,525 00	107 65	53 60	365 73	2,051 98	1,523 12	75c. per mo.
19	4,216 58	.....	25 00	878 71	5,120 29	2,763 46	Free.
20	2,399 35	152 88	.....	910 82	3,463 05	489 19	Res., free ; non-res., $10 ; Co , $10.
21	2,600 00	35 39	66 00	438 22	3,139 61	889 44	$10 ; $9.50 ; Form I. free for town.
22	2,637 75	101 89	17 40	1,133 41	3,890 45	144 92	$4.50.
23	1,948 44	24 30	24 60	343 94	2,341 28	948 26	$10.
24	2,200 00	18 95	52 83	344 04	2,615 82	49 74	Res., $5 ; non-res. and Co., $10.
25	2,345 57	53 77	4 50	215 40	2,619 24	762 91	Free ; non-res., $10.
26	2,235 00	435 54	46 97	511 63	3,229 14	11 29	Free ; Co., $10.
27	2,225 00	36 09	23 00	221 24	2,505 33	826 87	$1 per mo.
28	2,491 03	99 05	10 36	707 53	3,307 97	.....	$2 50.
29	2,550 00	52 63	5 40	638 52	3,246 55	.....	Form I., $7 ; others $10.
30	2,560 00	35 38	.....	771 97	3,367 35	13 27	Res., $1 per mo. ; non-res., $2.
31	1,633 86	124 64	.....	495 93	2,254 43	335 83	$10.
32	1,300 00	12 20	6 11	179 34	1,497 65	33 16	Co., free ; other Cos., $12.
33	2,388 16	.....	5 63	504 56	2,898 35	519 56	$4.50.
34	3,268 20	70 86	13 60	987 18	4,339 84	13 01	Res. and Co., $10 ; non-res., $15.
35	2,100 00	200 00	84 75	364 91	2,749 66	235 82	Free to Co. pupils.
36	3,020 83	106 35	32 00	726 93	3,886 11	1,136 78	$6.
37	3,037 62	130 63	90 46	453 12	3,711 83	.....	Res., free ; Co., $10 ; outside Co., $15.
38	3,809 76	16 89	19 58	764 91	4,611 14	682 29	H. S district, $8 ; Co., $10.
39	3,000 00	92 47	76 33	307 92	3,476 72	297 25	Res., free ; others $10
40	2,320 00	.....	40 93	646 28	3,007 21	91 18	Town and Co., $10 ; outside Co., $12.
41	2,290 00	482 89	14 53	12 20	2,799 62	210 96	$10.
42	1,970 82	78 89	98 45	505 40	2,653 56	317 71	H. S. District, $7 ; Co., $10.
43	3,220 00	63 61	31 84	417 24	3,732 69	255 38	$10.
44	3,420 48	162 63	.....	593 92	4,177 03	.....	Res., $8 ; Co and non-res., $10.
45	2,650 00	617 05	7 68	831 98	4,106 71	129 33	R s., $6 ; non-res., $10.
46	2,518 55	265 34	51 23	1,070 09	3,905 21	112 52	$ 0 ; Form I. free to res.
47	2,100 00	25 67	9 91	271 00	2,406 58	311 41	Free.
48	1,225 00	150 00	47 43	308 00	1,730 43	277 13	Free ; outsiders $7.50.
49	2,209 68	84 74	161 03	1,836 55	4,292 00	227 23	$10.
50	1,250 00	15 54	9 25	178 61	1,453 40	88 84	Free.
51	2,205 19	150 00	53 12	457 30	2,865 61	.....	Free.
52	2,127 93	750 00	5 75	486 00	3,369 68	775 81	Non-res., $15 ; all others, $6.
53	1,800 00	36 58	21 20	227 85	2,085 63	786 75	$5 ; $8.
54	1,400 00	.....	33 30	275 16	1,708 46	45 65	Res., $5 ; others, $10.
55	3,492 00	525 97	104 42	526 78	4,649 17	224 14	Town, $9 ; others, $10.
56	4,001 96	139 20	.....	718 49	4,859 65	1,320 27	Town, $5 ; Co. and non-res., $10.
57	4,008 00	522 11	.....	840 22	5,370 33	.....	$7.50, all forms except I (Div. A.).
58	2,800 00	41 97	39 90	663 05	3,544 92	70 87	Free ; Co. and non-res., $1 per mo.

VIII.—TABLE H.—The

High Schools.—*Con.*	Receipts.					
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
59 Parkhill	581 40	581 40	865 00	452 00	716 18	3,195 98
60 Pembroke	681 26	757 62	2,359 16	119 80	5,207 07	9,124 91
61 Petrolea	799 01	1,279 88	2,000 00	108 00	2,275 83	6,462 72
62 Picton	800 20	1,972 20	2,600 00	141 06	314 73	5,828 19
63 Port Arthur	1,035 60		1,050 00	29 00	2,137 39	4,251 99
64 " Dover	458 43	470 00	630 14	46 00	122 25	1,726 82
65 " Elgin	599 46	770 02	1,100 00	506 50	49 25	3,025 23
66 " Hope	809 13	1,609 77	1,938 32	985 75	128 00	5,470 97
67 " Perry	682 50	1,263 58	1,389 56	459 50	165 00	3,960 14
68 " Rowan	408 71	673 11	352 43	23 00		1,457 25
69 Prescott	600 19	400 00	1,917 00	34 50	75 71	3,027 40
70 Renfrew	655 69	1,472 85	2,926 81	161 45	30 00	5,246 80
71 Richmond Hill	479 46	784 56	250 00	619 75	291 50	2,425 27
72 Simcoe	786 60	1,970 00	1,498 97	7 00	75 00	4,337 57
73 Smith's Falls	672 06	672 06	1,954 40	299 00		3,597 52
74 Smithville	453 97	464 24	715 00	32 00	330 27	1,995 48
75 Stirling	457 07			203 27	1,335 41	1,995 75
76 Streetsville	450 79	912 67	320 00	196 00	217 29	2,096 75
77 Sydenham	549 30	1,600 00		443 50	86 00	2,678 80
78 Thorold	573 01	572 30	1,550 00	53 00	787 52	3,535 83
79 Tilsonburg	619 04	635 04	1,300 00	348 75	27 43	2,960 26
80 Toronto Junction	876 13	835 58	3,565 00	1,697 50	1,056 51	8,030 72
81 Trenton	604 45		2,359 66	153 44	506 73	3,624 28
82 Uxbridge	637 02	842 11	1,240 00	407 00	67 22	3,193 35
83 Vankleekhill	668 98	1,718 98	1,200 00	168 00	3,434 36	7,190 32
84 Vienna	487 92	487 92	465 00		354 45	1,795 29
85 Walkerton	781 95	1,415 06	1,450 00	806 00	583 04	5,036 05
86 Wardsville	433 68	433 68	345 00	226 00	374 07	1,812 43
87 Waterdown	496 31	896 31	450 00	183 00	146 47	2,172 09
88 Waterford	604 61	1,499 18	700 00	57 00	428 50	3,289 29
89 Watford	668 05	1,559 07	800 00	397 00	1,452 85	4,876 97
90 Welland	658 86	1,572 75	1,650 00	76 00	368 01	4,325 62
91 Weston	476 42	700 00	400 00	367 00	18 88	1,962 30
92 Wiarton	582 60	865 16	1,000 00	380 00	144 37	2,972 13
93 Williamstown	516 76	516 76	2,647 69	54 00	9,051 11	12,786 32
1 Total, 1899	58,681 72	85,582 70	122,083 43	36,010 20	68,529 68	370,887 73
2 " 1898	58,279 41	87,660 35	116,870 28	37,897 86	60,259 03	360,966 93
3 Increase	402 31		5,213 15		8,270 65	9,920 80
4 Decrease		2,077 65		1,887 66		
5 Percentage	16	23	33	10	18	
6 Cost per pupil	$30 25					

High Schools.

	Expenditure.					Balances.	Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies and other expenses.	Total expenditure.		
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	
59	1,889 00	....	... .	575 58	2,464 58	731 40	Form I., $6 ; Form II., $6 ; Form III., $8 ; Co., $10.
60	3,250 00	4 032 79	31 59	613 12	7,927 50	1,197 41	Free.
61	4,000 00	235 43	....	548 84	4,784 27	1,678 45	Free.
62	4,364 99	119 44	442 00	901 76	5,828 19	....	Free to Co. ; outside Co., $1 per mo.
63	2,217 65	1,456 89	....	479 70	4,154 24	97 75	Free.
64	1,317 82	38 75	112 25	258 00	1,726 82	.....	Free.
65	2,550 00	29 80	34 00	361 43	2,975 23	50 00	Form I., Res., $3.50 ; Forms II., III., $6.50; Co. and non-res., $10.
66	4,280 00	383 62	1 00	806 35	5,470 97	.....	Town, $9; Co., $7.50 ; non-res., $9.
67	3,350 64	217 16	.....	175 00	3,742 80	217 34	Res. and Co., $7.50 ; non-res., $10.
68	1,230 19	12 70	36 56	177 80	1,457 25	....	Free.
69	2,283 29	98 74	59 45	572 00	3,013 48	13 92	Res., free ; non-res., $2.50.
70	3,608 30	320 92	36 65	971 17	4,937 04	309 76	Free.
71	1,588 39	16 00	63 47	485 25	2,153 11	272 16	$10.
72	3,818 10	44 04	113 63	361 80	4,337 57	....	Town and Co., free ; non-res., $1 per mo.
73	3,100 00	20 75	112 78	363 99	3,597 52	.....	Town, free ; Co. and non-res., $10.
74	1,670 00	37 21	22 50	203 61	1,933 32	62 16	Free ; Form IV. $2 per mo.
75	1,600 00	48 52	... .	347 23	1,995 75	....	$10.
76	1,450 00	7 95	....	211 67	1,669 62	427 13	$5.
77	2,300 00	8 12	7 06	337 60	2,652 78	26 02	Res. of Co., $5 ; non-res., $10.
78	2,130 00	97 62	45 33	767 19	3,040 14	495 69	Free.
79	2,165 20	92 07	58 62	589 22	2,905 11	55 15	$6.
80	4,820 00	720 00	173 95	1,119 56	6,833 51	1,197 21	$10 ; $15.
81	2,450 08	14 61	43 34	558 52	3,066 55	557 73	Co., $25 ; outside Co., $15.
82	2,700 00	17 50	48 12	425 53	3,191 15	2 20	Res., $5 ; Co., $7.50.
83	2,600 00	2,329 99	481 54	452 56	5,864 09	1,326 23	$10.
84	1,225 00	5 70	90	181 68	1,413 28	382 01	Free.
85	3,866 50	78 45	17 50	406 17	4,368 62	667 43	$10.
86	1,325 00	29 22	7 50	446 00	1,807 72	4 71	Res., $3 ; non-res., $10 ; Co., $10.
87	1,950 00	.....	11 50	210 59	2,172 09	.....	$5.
88	2,200 00	110 25	15 50	448 19	2,773 94	515 35	Vill. and Co., free; outside Co., $36.
89	2,650 00	14 25	42 07	994 23	3,700 55	1,176 42	$10.
90	2,930 00	330 28	148 56	622 87	4,031 71	293 91	Res., free ; non-res., $1 per mo.
91	1,396 00	121 84	55 01	251 68	1,824 53	137 77	$10.
92	2,150 00	101 97	56 28	377 03	2,685 28	286 85	Res., $5 ; others, $10.
93	2,470 50	5,650 00	56 94	4,208 89	12,386 33	399 99	Free.
1	239,725 22	31,860 67	4,445 59	58,962 47	334,993 95	35,893 78	37 free. 56 fee.
2	242,654 93	22,644 17	3,519 52	59,932 06	328,750 68	32,216 25	42 free. 51 fee.
3	....	9,216 50	926 07	.....	6,243 27	3,677 53	5 fee.
4	2,929 71	....	.....	969 59	....	.....	5 free.
5	72	9	1	18			

IX.—TABLE I.—The

Collegiate Institutes.	Pupils.				Number of pupils in the				
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
1 Aylmer	79	76	155	93	114	114	155	155	151
2 Barrie	137	101	238	141	170	131	231	231	231
3 Brantford	161	163	324	209	238	230	313	313	313
4 Brockville	150	185	335	220	261	261	335	335	335
5 Chatham	154	181	335	196	335	270	335	335	335
6 Clinton	102	93	195	111	110	110	193	193	114
7 Cobourg	65	77	142	92	92	142	142	142	142
8 Collingwood	78	97	175	89	119	129	175	175	175
9 Galt	133	117	250	151	186	191	250	250	250
10 Goderich	127	107	234	150	160	225	232	232	232
11 Guelph	112	139	251	149	163	251	251	251	251
12 Hamilton	323	403	726	430	257	463	719	719	719
13 Ingersoll	86	63	149	90	123	123	135	135	135
14 Kingston	206	268	474	278	359	429	469	469	469
15 Lindsay	148	106	254	142	184	248	254	254	254
16 London	466	476	942	560	754	754	927	832	832
17 Morrisburg	97	92	189	127	133	137	189	189	189
18 Napanee	105	115	220	153	152	152	220	220	220
19 Niagara Falls	118	131	249	140	190	190	249	249	249
20 Ottawa	265	199	464	277	346	346	464	464	464
21 Owen Sound	172	187	359	214	194	204	359	359	317
22 Perth	93	115	208	135	177	177	207	207	207
23 Peterborough	138	142	280	180	223	223	275	275	275
24 Ridgetown	104	122	226	125	178	178	226	226	226
25 Sarnia	129	135	264	149	245	242	264	264	259
26 Seaforth	89	96	185	119	126	126	185	185	126
27 Stratford	155	148	303	168	216	240	302	302	302
28 Strathroy	95	99	194	121	177	130	192	192	192
29 St. Catharines	133	169	302	166	230	230	302	302	302
30 St. Mary's	86	115	201	120	140	142	190	196	196
31 St. Thomas	193	198	391	233	295	295	391	391	391
32 Toronto (Harbord)	259	275	534	303	347	347	533	533	533
33 " (Jameson)	173	174	347	208	283	283	347	347	347
34 " (Jarvis)	228	213	441	235	294	304	441	441	441
35 Whitby	60	99	159	100	69	115	159	159	159
36 Windsor	151	164	315	170	264	264	315	310	310
37 Woodstock	158	147	305	171	170	170	300	304	300
1 Total, 1899	5,528	5,787	11,315	6,715	8,074	8,566	11,226	11,136	10,943
2 " 1898	5,722	5,889	11,611	7,033	8,350	8,606	11,327	11,456	11,263
3 Increase									
4 Decrease	194	102	296	318	276	40	101	320	320
5 Percentage	49	51			71	76	99	98	97
6 Percentage of average attendance to total attendance	59								

Collegiate Institutes.

different branches of instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1	114	114	47	114	114	148	102	6	101	50	70
2	172	182	103	87	180	230	188	10	162	93	101
3	230	248	100	152	230	313	310	14	150	89	154
4	261	282	67	169	261	335	166	24	23	6	172
5	335	335	85	133	230	255	182	17	216	108	181
6	110	83	83	193	110	193	167	10	83	71	115
7	120	142	22	92	120	142	99	6	50	22	25
8	133	101	54	64	121	175	111	6	81	86	95
9	186	199	64	184	186	250	250	16	63	52	153
10	145	184	96	230	170	232	150	20	145	77	140
11	163	192	59	163	222	246	152	29	111	61	106
12	411	527	305	313	463	700	501	102	247	185	247
13	123	118	34	75	123	138	63	10	57	30	112
14	197	166	97	192	391	408	177	6	117	80	70
15	184	254	100	184	248	193	163	16	127	90	90
16	754	794	175	441	754	836	367	53	453	170	266
17	133	154	91	78	133	189	161	22	118	62	88
18	157	172	68	83	157	218	218	18	23	53	91
19	190	209	59	190	190	249	205	19	97	40	102
20	137	233	103	266	346	464	327	40	144	82	119
21	194	246	165	104	204	325	255	38	203	153	204
22	177	184	55	129	177	208	107	16	101	51	111
23	234	234	62	152	223	275	170	13	96	53	166
24	178	206	78	100	186	223	166	16	154	74	92
25	245	250	66	173	242	264	126	7	109	31	129
26	86	40	50	86	126	184	184	8	92	56	109
27	96	237	67	216	240	233	166	16	150	68	220
28	130	145	88	60	130	180	150	13	90	75	78
29	230	256	72	168	230	302	155	16	42	40	144
30	140	166	76	68	144	198	166	30	137	39	72
31	295	323	96	236	295	391	304	24	117	74	130
32	364	399	184	206	380	534	469	64	241	129	194
33	104	347	84	169	280	345	229	22	182	64	165
34	441	441	147	441	304	441	441	52	249	104	139
35	115	126	44	74	115	159	126	8	41	25	74
36	259	274	51	214	284	310	220	16	139	46	222
37	170	204	135	119	169	305	247	27	178	130	177
1	7,713	8,767	3,332	6,118	8,478	10,791	7,740	830	4,889	2,719	4,923
2	8,033	9,434	3,246	5,973	8,669	11,323	8,041	906	4,766	2,517	5,605
3	.....	.....	86	145	.....	.....	.....	.....	123	202	.....
4	320	667	.....	.....	191	532	301	76	.....	.....	682
5	68	77	29	54	75	95	68	7	43	24	43
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

IX.—TABLE I.—The

Collegiate Institutes.	Number of pupils in the different branches									
	Zoology.	Latin.	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.
1 Aylmer	6	145	1	74	50	93	93	32	93	
2 Barrie		233	12	199	37	69	89	52	87	
3 Brantford	3	232	18	221	107	139	161	83	139	
4 Brockville	4	312	9	323	111	169	169		169	
5 Chatham	4	303	53	200	40	133	133	25	133	
6 Clinton	3	151	12	117	38	26	95	63	93	
7 Cobourg		142	5	140	25	43	92		92	
8 Collingwood	2	154	8	59	11	83	94	69	83	
9 Galt		156	9	89	82	154	173	72	140	
10 Goderich	3	172	8	107	32	82	108	15	108	
11 Guelph	2	204	7	212	124	61	177	77	163	
12 Hamilton	15	634	35	449	357	113	226	75	226	
13 Ingersoll	5	99		82	23	75	75	33	75	
14 Kingston	5	375	20	369	171	197	138	84	104	
15 Lindsay		240	16	153	60	61	85	23	85	
16 London	12	760	58	446	98	453	453	180	249	
17 Morrisburg	3	179	23	157	35	76	76	76	76	
18 Napanee	3	202	5	182	36	83	83	60	83	
19 Niagara Falls	5	181	22	134	60	66	166	122	95	
20 Ottawa	6	326	51	338	104	266	266	97	266	
21 Owen Sound	32	275	12	221	35	104	128	46	104	
22 Perth	3	189	24	136	29	51	84		85	
23 Peterborough	4	176	8	175	52	152	152	33	152	
24 Ridgetown	3	208	8	64	32	96	96	26	96	
25 Sarnia		192	18	156	34	56	173		173	
26 Seaforth	2	170	12	117	26	51	86		86	
27 Stratford	3	263	25	73	95	174	171	65	173	
28 Strathroy	5	170	9	75	40	60	60	60	60	
29 St. Catharines	3	296	15	152	146	138	138		138	
30 St. Mary's	4	193	21	153	68	73	73	34	53	
31 St. Thomas	4	253	9	220	70	86	236	114	236	
32 Toronto (Harbord)	6	422	61	485	195	136	248	127	191	
33 " (Jameson)	10	324	35	270	115	174	165	54	173	
34 " (Jarvis)	8	384	22	339	144	70	168	51	134	
35 Whitby	2	143	3	68	37	89	89	69	89	
36 Windsor	3	231	7	175	45	80	220	28	220	
37 Woodstock	8	239	35	154	62	133	107	29	108	
1 Total, 1899	181	9,328	696	7,084	2,826	4,165	5,346	1,974	4,832	
2 " 1898	229	9,395	835	7,332	3,081	4,284	5,652	1,715	5,528	30
3 Increase								259		
4 Decrease	48	67	139	248	255	119	306		696	30
5 Percentage	2	82	6	63	25	37	47	17	43	

Collegiate Institutes.

of instruction.—*Con.*				Examinations, etc.											
	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Diplomas in 1899.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation Examination at any University.	No. passed the Senior Matriculation Examination at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1899.	No. passed Matriculation Examination, Medical Council, 1899.	No. passed the Preliminary Examination for a Student in Surveying, 1899.
1	72	70	70	.....	11	.....	3	7	.....	1	2	....	2	1
2	130	104	.....	.....	17	3	2	.....	.....	.....	.....	.....	3	.....
3	155	151	155	1	22	2	18	1	.....	2	11	1	1	1
4	.....	.....	.....	.....	20	3	17	1	3	6	4	.....	....	.... .
5	328	328	328	3	16	6	12	.....	.....	8	17	.....	. .	.....
6	98	84	98	.. ..	11	1	4	.....	.....	....	6	.....	....	.....
7	65	77	65	. .....	.....	2	.....	.....	.....	.....	... ..	.....	....	.....
8	76	94	.....	1	6	3 Pt. I.	5	....	.....	3	.....	.....	..	.....
9	127	110	127	9	9	2	6	.....	.....	....	.....	.....	....	.....
10	127	107	127	.....	19	3 in full 4 in part	1	.....	.....	....	.....	... .	....	.....
11	241	241	112	.....	20	5 Pt. I. 5 Pt. II.	16	1	.....	.....	.....	....	....	.....
12	575	575	575	.....	25	23	28	2	.....	22	34	30	17	....
13	81	58	82	.....	9	2	3	.....	.....	.....	.....	.....	....	.....
14	.....	....	.....	.....	5	.....	25	6	3	.....	.....	. ..	....	.....
15	142	100	142	.....	23	1	3	3	.....	2	.....	...	...	.....
16	738	738	738	12	44	20 Pt. I. 4 Pt. II.	7	....	1	5	4	.....	....	.....
17	189	189	180	.....	12	7	8	2	2	14	3	1	4	.....
18	200	200	115	.....	14	2	4	4	.....	11	2	.....	1	.....
19	235	235	235	6 Pt. II.	1	.....	3	1	.....	3	3	. ....	....	.....
20	231	173	231	.....	20	3 in full 4 in part	10	13	1	5	4	.....	....	.....
21	317	317	. .	.....	38	5	14	2	2	5	5	1	...	.....
22	199	199	199	.....	.....	.....	1	.....	1	2	.....	.....	....	.....
23	140	137	140	.....	12	4	4	.....	.....	.....	.....	.....	....	.....
24	214	214	100	3	9	4	5	5	.....	2	6	5	5	2
25	115	120	115	.....	1	.....	.....	2	.....	9	.....	.....	....	.....
26	88	96	88	.....	11	3	11	.....	1	.....	.....	.....	....	.....
27	153	187	.....	.....	16	3	4	2	.....	8	5	.....	....	.....
28	85	90	85	.....	13	4	8	2	.....	4	7	.....	...	.....
29	273	273	132	.....	10	2	.....	18	.. ..	14	8	.....	2	2
30	177	104	73	.....	15	8	3	2	1	21	36	.....	2	.....
31	193	198	193	.....	15	7	4	...	.....	.....	1	.....	....	.....
32	234	252	234	2	36	11	32	2	.....	30	18	.....	...	.....
33	152	158	152	.....	23	2	25	.....	.....	13	14	.....	....	.....
34	226	201	427	.....	27	2 in full 1 Pt. I. 2 Pt. II.	48 Pt. I. 28 Pt. II.	....	.....	15	9	3	7	4
35	148	148	148	.....	4	... .	1	.....	3	6	10	.....	....	.....
36	146	160	146	.....	7	1	7	.....	.. ...	.....	.....	.....	....	.....
37	300	300	158	.....	30	5	10	10	2	8	1	.....	....	.....
1	6,970	6,788	5,770	31 6 Pt. II.	571	124 29 Pt. I. 11 Pt. II. 8 in part.	304 48 Pt. I. 28 Pt. II.	86	20	219	210	41	44	10
2	6,863	6,610	5,785	39	450	165	340	139	9	123	175	8	43	7
3	107	178	.....	.....	121	.....	.....	.....	11	96	35	33	1	3
4	.....	.....	15	.....	.....	.....	.....	58		.....	.....	....	....	.....
5	62	60	51	.34.	5	1	3	1	.....	2	2	.36	.39	.....
.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....

IX.—Table I.—The

High Schools.	Pupils.				Number of pupils in the				
	Boys.	Girls.	Total.	Average Attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
1 Alexandria	43	60	103	57	103	103	103	103	103
2 Almonte	67	63	130	75	113	113	130	130	130
3 Arnprior	44	70	114	65	114	100	114	114	114
4 Arthur	53	55	108	66	67	83	108	108	75
5 Athens	66	89	155	102	120	120	155	155	155
6 Aurora	61	31	92	56	92	59	92	92	92
*7 Beamsville	42	31	73	39	62	62	73	73	.....
8 Belleville	152	128	280	143	280	236	280	280	280
9 Berlin	99	71	170	87	155	168	170	169	169
10 Bowmanville	62	67	129	76	86	86	147	147	147
11 Bradford	48	50	98	55	88	88	98	96	82
12 Brampton	119	84	203	130	129	129	203	203	203
13 Brighton	35	42	77	43	54	54	77	77	77
14 Caledonia	67	54	121	78	93	84	119	119	.....
15 Campbellford	70	50	120	70	60	60	120	120	120
16 Carleton Place	68	106	174	106	138	138	174	174	174
17 Cayuga	55	48	103	60	65	65	101	101	101
18 Colborne	40	32	72	43	47	47	72	72	47
19 Cornwall	97	103	200	118	200	180	200	200	50
20 Deseronto	39	67	106	75	88	88	106	106	88
21 Dundas	73	64	137	82	137	100	137	137	137
22 Dunnville	61	66	127	71	103	108	127	127	125
23 Dutton	45	56	101	71	59	59	101	101	101
24 Elora	57	40	97	56	72	66	72	72	96
25 Essex	50	50	100	62	61	61	100	100	100
26 Fergus	50	67	117	59	117	117	117	117	117
27 Forest	39	44	83	49	49	52	83	83	83
28 Gananoque	45	77	122	72	105	105	121	121	121
29 Georgetown	53	49	102	60	61	61	99	99	94
30 Glencoe	55	43	98	62	97	70	97	97	97
31 Gravenhurst	31	34	65	33	49	50	65	65	65
32 Grimsby	23	38	61	32	51	51	60	61	61
33 Hagersville	41	39	80	51	62	62	80	80	80
34 Harriston	86	66	152	79	87	95	152	152	123
35 Hawkesbury	41	35	76	43	64	64	76	76	76
36 Iroquois	66	56	122	76	85	85	110	119	119
37 Kemptville	100	82	182	110	110	135	182	182	176
38 Kincardine	64	62	126	76	91	91	126	126	126
39 Leamington	70	64	134	81	93	93	134	134	134
40 Listowel	68	55	123	70	75	102	123	123	123
41 Lucan	66	45	111	70	67	67	111	111	111
42 Madoc	38	44	82	51	51	55	82	82	82
43 Markham	116	82	198	127	103	108	198	198	198
44 Meaford	55	64	119	76	78	81	119	119	119
45 Mitchell	57	47	104	71	81	81	103	103	98
46 Mount Forest	92	69	161	101	100	141	161	161	161
47 Newburgh	72	74	146	79	146	112	146	146	146
48 Newcastle	30	14	44	28	34	34	44	44	44
49 Newmarket	50	50	100	48	61	61	100	100	100
50 Niagara	19	27	46	25	46	42	46	46	46
51 Niagara Falls South	49	47	96	48	88	88	96	96	96
52 Norwood	60	62	122	61	120	100	118	120	120

*Registers lost, building burnt ; statistics for preceding year.

High Schools.

different branches of instruction.

	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
1	88	88	29	70	88	103	66	.....	66	29	.....	.....	101
2	113	119	31	113	113	130	66	4	35	19	64	.....	112
3	100	100	27	114	100	114	114	3	58	25	60	.....	114
4	51	75	33	51	83	108	75	10	75	43	86	.....	75
5	120	120	78	56	116	154	153	4	94	63	89	.....	154
6	65	65	33	59	59	92	59	6	59	27	59	.....	79
7	62	62	14	42	62	73	73	.....	34	14	46	.....	70
8	236	242	44	236	236	280	113	6	70	62	178	2	152
9	154	157	42	169	168	170	120	4	67	38	66	....	134
10	86	42	31	44	86	149	85	10	56	35	46	4	108
11	88	88	28	70	88	98	80	.....	74	28	70	.....	68
12	129	150	53	89	129	203	143	21	71	56	89	3	190
13	54	54	23	36	54	77	41	.....	30	23	38	.....	74
14	84	61	34	84	93	118	118	1	53	32	61	.....	115
15	60	120	50	32	60	118	88	14	50	40	37	. . .	110
16	138	140	36	107	138	176	67	2	16	32	22	.....	160
17	65	68	36	39	66	103	103	3	63	31	41	.. . .	88
18	47	47	25	24	47	72	48	.....	15	25	25	.....	60
19	180	180	48	200	180	178	180	8	55	53	130	.....	184
20	88	74	38	47	88	106	106	6	40	38	50	.....	106
21	100	100	37	100	100	136	101	2	78	40	80	.....	73
22	109	109	26	79	112	112	62	2	48	29	76	4	112
23	59	59	36	96	59	101	101	5	101	42	61	3	99
24	66	66	36	42	72	95	71	9	60	29	42	.....	80
25	61	74	26	30	61	99	74	12	59	28	36	1	98
26	67	67	50	67	67	117	85	.....	70	50	52	.....	117
27	49	49	34	47	52	83	83	.....	34	34	32	4	81
28	105	121	31	67	105	121	68	.....	48	31	56	.....	106
29	69	69	38	21	69	99	99	8	75	35	24	.....	98
30	69	77	46	97	70	96	64	11	54	37	48	2	84
31	49	52	16	21	49	65	23	3	11	14	42	1	22
32	28	28	8	28	28	60	33	1	24	10	27	....	61
33	62	62	34	45	62	80	60	1	48	35	48	....	80
34	78	120	90	67	.....	152	135	17	125	66	32	3	150
35	64	68	30	37	64	76	50	4	41	18	37	.....	75
36	85	100	32	65	86	120	80	4	60	33	68	4	110
37	110	160	61	59	135	182	158	15	140	64	67	2	180
38	91	91	52	57	91	126	85	10	43	39	42	.....	115
39	93	131	41	59	93	134	75	8	34	36	40	1	98
40	102	102	48	75	102	123	123	2	52	48	48	.....	123
41	67	71	44	67	67	111	79	3	54	41	58	1	111
42	51	51	32	30	51	82	52	.....	31	34	43	.....	82
43	103	125	105	51	108	198	147	22	138	81	87	6	198
44	78	97	58	119	81	113	91	18	53	50	35	.. ...	110
45	67	67	34	103	81	103	103	5	51	33	61	.....	73
46	100	105	61	73	141	161	161	5	98	56	90	.....	143
47	112	112	34	79	112	146	67	.....	45	30	79	.....	144
48	34	34	10	34	34	44	44	.....	12	10	15	....	36
49	61	61	39	61	61	61	63	.....	41	35	37	.....	98
50	42	46	4	22	42	46	26	2	12	2	20	.....	24
51	88	88	16	70	88	96	70	.....	50	16	70	.....	70
52	120	120	30	30	100	120	75	.....	75	30	110	.....	115

IX.—Table I.—The

High Schools.	Number of pupils in the different branches of instruction.—*Con.*								
	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.
1 Alexandria	16	103	16	70	70	.....	70	.....	.....
2 Almonte	12	68	28	99	99	47	64	.....	.....
3 Arnprior	11	77	12	87	80	.....	80	.....	.....
4 Arthur	1	31	5	51	51	33	51	.....	108
5 Athens	12	78	20	56	56	.....	90	.....	.....
6 Aurora	1	70	16	33	56	.....	59	.....	.....
*7 Beamsville	1	59	7	42	42	.....	42	.....	.....
8 Belleville	1	137	14	167	167	.....	167	.....	123
9 Berlin	3	47	150	60	112	24	113	.....	85
10 Bowmanville	4	75	15	44	44	.....	44	.....	.....
11 Bradford	.....	78	12	12	70	20	70	.....	40
12 Brampton	17	165	55	60	89	.....	89	.....	.....
13 Brighton	.....	38	11	36	36	.....	36	.....	.....
14 Caledonia	2	21	4	55	55	.....	55	.....	.....
15 Campbellford	.....	45	40	52	52	.....	52	.....	.....
16 Carleton Place	30	96	40	54	42	.....	107	.....	.....
17 Cayuga	5	61	4	39	39	.....	39	.....	.....
18 Colborne	.....	65	65	24	24	.....	24	.....	.....
19 Cornwall	18	170	85	130	130	.....	130	.....	.....
20 Deseronto	.....	56	19	47	32	.....	47	.....	88
21 Dundas	4	80	33	70	70	.....	70	.....	73
22 Dunnville	.....	73	56	80	79	11	72	.....	56
23 Dutton	.....	42	17	33	33	.....	33	.....	45
24 Elora	.....	51	24	44	45	6	39	.....	.....
25 Essex	3	35	14	26	30	.....	30	.....	100
26 Fergus	40	65	5	32	32	.....	32	.....	.....
27 Forest	1	16	18	27	41	.....	41	.....	65
28 Gananoque	.....	60	28	53	53	.....	53	.....	121
29 Georgetown	1	77	9	35	35	.....	35	.....	37
30 Glencoe	6	58	20	44	44	.....	44	.....	21
31 Gravenhurst	.....	13	7	49	43	31	36	.....	.....
32 Grimsby	.....	34	34	27	28	.....	28	61	23
33 Hagersville	1	31	14	45	45	.....	45	.....	41
34 Harriston	7	88	33	36	36	.....	35	.....	.....
35 Hawkesbury	3	69	24	37	37	.....	37	.....	72
36 Iroquois	2	70	48	65	65	45	65	.....	.....
37 Kemptville	8	114	20	59	59	.....	59	.....	.....
38 Kincardine	25	120	56	57	57	.....	57	.....	59
39 Leamington	2	85	38	59	56	.....	59	.....	.....
40 Listowel	2	91	87	75	75	9	75	.....	53
41 Lucan	.....	49	8	32	32	.....	45	.....	46
42 Madoc	.....	20	.....	30	30	.....	30	.....	.....
43 Markham	5	118	8	61	61	51	118	.....	51
44 Meaford	5	64	17	42	42	30	42	.....	110
45 Mitchell	.....	32	54	67	67	.....	67	.....	52
46 Mount Forest	3	75	10	73	73	.....	73	.....	92
47 Newburgh	.....	115	42	79	78	.....	79	.....	.....
48 Newcastle	.....	36	6	20	20	.....	20	.....	.....
49 Newmarket	2	58	41	37	37	.....	46	.....	100
50 Niagara	.....	20	3	20	20	.....	20	.....	.....
51 Niagara Falls South	2	25	25	60	70	25	60	.....	28
52 Norwood	.....	50	10	55	55	.....	55	.....	50

*Registers lost, building burnt; statistics for preceding year, except for "Examinations, etc."

High Schools.

	Calisthenics.	Gymnastics.	Examinations, etc.											
			How many pupils obtained Commercial Diplomas in 1899.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation at any University.	No. passed the Senior Matriculation at any University.	No. 1st Class Matriculation Honors	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1899.	No. passed Matriculation Examination, Medical Council, 1899.	No. passed the Preliminary Examination for a Student in Surveying, 1899.
1	....	....	.....	8	.....	8	. .. ...	.... ..	.....	.....	.....	.....	.....
2	....	.....	... .	5	.....	3	.....	.....	2	.....	.....	.....	.....
3	....	.....	.....	3	.....	2	1	.....	1	....	.....	.....	.....
4	108	.....	.....	20	7	1	.....	.....	.....	.....	.....	.....	.....
5	....	.....	.....	25	.....	10	....	.....	.....	.....	.....	.....	.....
6	....	.....	.... ..	6	4	3	.....	1	4	.....	.....	.....	.....
7	....	.....	.....	5	.....	2	.....	.....	.....	.....	.....	.....	.....
8	....	.....	.....	10	2	2	2	.....	.....	.....	.....	.....	.....
9	64	.....	.....	8	.....	.....	.....	.. ....	.....	.....	.....	.....	.....
10	....	.....	... .	7	6	1	1	.....	2	.....	.... .	.....	.....
11	....	.....	....	6	.....	6	.....	.....	.....	.....	.....	.....	.....
12	....	.....	.....	13	4	11	... . ..	. .....	12	8	.....	.....	.....
13	....	.....	.....	10	.....	9	9	.....	....	.....	.....	.....	.....
14	....	... .	.....	6	1	2	1	.....	.....	.....	2	.....	.....
15	....	.....	.....	6	5	3	2	1	.....	.....	... .	1	1
16	....	.....	.....	11	....	11	3	.....	.....	.....	.....	.....	.....
17	....	.....	.....	9	2	1	.....	. ...	.....	.....	.....	.....	.....
18	....	.....	....	2	.....	1	.....	.....	.....	.....	.....	.....	.....
19	....	.....	.....	12	.....	1	2	.....	.....	.....	.....	.....	. .
20	88	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....
21	64	... .	.....	6	.....	.....	1	.....	1	.....	.....	.....	....
22	18	.....	. .....	2	2	2	.....	.....	.....	.....	.....	.....	.....
23	56	.....	.....	11	1	{2 P I / 6 P II}	.....	.....	.....	1	.....	1	.....
24	....	.....	.....	6	2	1	.....	.....	. ....	.....	.....	.....	.....
25	100	50	.....	8	2	4	.....	1	.....	.....	.....	.....	.....
26	....	.....	.....	.....	.....	2	2	.....	.....	.....	.....	.....	.....
27	65	30	.....	4	.....	{7 P I / 1 P II}	.....	.....	.....	.....	.....	.....	.....
28	121	.....	.....	.....	....	1	3	.....	.....	.....	.....	.....	.....
29	24	....	. ....	8	3	.....	1	....	.....	....	....	.....	.....
30	13	.....	.....	8	4	1	1	.....	.....	.....	.....	.....	....
31	....	.....	.....	2	.....	3	1	.....	.....	.....	.....	....	.....
32	....	.....	.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....
33	. ..	.....	.....	4	.....	1	.....	... ...	.....	.....	.....	.....	.....
34	....	.....	.....	9	3	8	1	.. ..	3	4	.....	1	.....
35	....	.....	.....	6	.....	.....	.....	.....	...	.....	.....	1	.....
36	....	.....	.....	8	.....	1	.....	2	.....	.... .	.....	.....	.....
37	....	... .	.....	11	3	8	1	.....	.....	.....	.....	7	.....
38	59	.....	.....	10	2	1	.....	1	.....	.....	.....	.....	.....
39	.	.....	....	6	3	6	5	.....	.....	.....	.....	.....	.....
40	54	53	.....	12	.....	1	.....	.....	.....	.....	.....	.....	.....
41	....	.....	.....	10	.....	3	.....	.....	2	2	.....	.....	.....
42	....	.....	.. . ...	7	.....	1	.....	.....	.....	.....	.....	.....	.....
43	....	.....	.....	26	7	4	1	.....	.....	.....	.....	2	.....
44	110	55	.....	18	4	6	6	.....	.....	.....	.....	6	.....
45	47	57	.....	6	1	1	1	.....	4	3	.....	.....	.....
46	67	.....	.....	6	3	2	.....	.....	.....	.....	.....	.....	.....
47	....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	....	.....	.....	3	.. ....	3	.....	.....	.....	.....	.....	.....	.....
49	....	.....	.....	4	.. ....	3	.....	.....	.....	.....	.....	.....	.....
50	....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	30	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	30	.....	.....	10	.....	2	.....	.....	.....	.....	.....	.....	.....

IX.—Table I.—The

High Schools.—*Con.*	Pupils.				Number of pupils in the				
	Boys.	Girls.	Total.	Average Attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.
53 Oakville	29	46	75	43	65	65	75	75	75
54 Omemee	29	25	54	37	37	37	54	17	37
55 Orangeville	120	101	221	128	120	169	220	220	200
56 Orillia	87	87	174	104	128	128	174	174	174
57 Oshawa	86	88	174	118	174	117	174	174	174
58 Paris	41	43	84	45	73	73	84	84	84
59 Parkhill	45	47	92	57	58	64	92	92	92
60 Pembroke	88	79	167	100	140	140	167	167	167
61 Petrolea	101	92	193	99	91	155	193	193	193
62 Picton	142	120	262	151	203	203	260	260	260
63 Port Arthur	25	69	94	66	94	74	94	94	.....
64 " Dover	41	48	89	55	68	82	82	89	68
65 " Elgin	57	49	106	66	86	86	106	106	106
66 " Hope	77	100	177	108	106	110	177	177	177
67 " Perry	63	67	130	76	125	120	130	130	130
68 " Rowan	28	16	44	22	25	25	44	44	14
69 Prescott	38	70	108	60	74	74	108	108	108
70 Renfrew	94	131	225	138	166	178	225	225	225
71 Richmond Hill	57	48	105	57	101	88	103	103	103
72 Simcoe	69	74	143	82	90	90	143	143	143
73 Smith's Falls	66	88	154	100	128	128	154	154	154
74 Smithville	52	50	102	60	74	74	102	102	102
75 Stirling	38	21	59	35	35	39	59	59	59
76 Streetsville	31	17	48	30	39	43	48	48	48
77 Sydenham	57	67	124	75	77	77	122	122	122
78 Thorold	38	67	105	59	105	105	105	105	105
79 Tilsonburg	41	55	96	48	79	79	96	96	79
80 Toronto Junction	114	142	256	137	169	169	254	254	254
81 Trenton	62	58	120	70	80	80	120	120	120
82 Uxbridge	58	62	120	77	79	79	120	120	120
83 Vankleekhill	79	89	168	97	115	115	168	168	168
84 Vienna	17	12	29	13	24	24	29	29	29
85 Walkerton	98	72	170	99	118	118	170	170	170
86 Wardsville	26	27	53	31	26	29	39	39	39
87 Waterdown	30	32	62	35	48	48	60	60	60
88 Waterford	36	40	76	42	59	70	76	76	76
89 Watford	61	82	143	97	85	85	143	143	110
90 Welland	67	78	145	83	102	102	145	145	145
91 Weston	29	25	54	31	41	45	54	54	.....
92 Wiarton	45	49	94	59	67	67	94	94	94
93 Williamstown	32	56	88	44	73	73	88	88	88
1 Total, 1899	5,543	5,602	11,145	6,558	8,404	8,387	11,088	11,058	10,354
2 " 1898	5,798	5,892	11,690	7,033	9,069	9,065	11,659	11,611	10,420
3 Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Decrease	255	290	545	475	665	678	571	553	66
5 Percentage	50	50	.....	.....	75	75	100	99	94
6 Percentage of average to total attendance	59	.....	.....	.....	.....	.....	.....	.....	.....

High Schools.

different branches of instruction.

		Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.
53	65	65	14	65	65	71	73	.....	37	17	70	.....	68	
54	37	37	17	19	54	54	35	.....	19	22	19	.....	54	
55	161	161	155	64	169	219	175	19	161	146	95	5	220	
56	128	137	68	128	128	171	129	8	96	76	45	5	168	
57	117	141	43	95	131	174	83	10	48	31	95	.....	146	
58	73	73	11	43	73	84	41	.....	34	11	43	.....	70	
59	58	58	34	58	64	92	68	5	63	32	67	.....	90	
60	125	126	42	107	125	167	88	1	56	40	88	.....	133	
61	155	101	37	91	156	193	101	5	69	26	94	.....	180	
62	203	219	57	160	205	260	221	16	71	44	161	.....	234	
63	74	74	20	74	74	94	65	1	45	20	74	.....	50	
64	68	68	21	50	69	89	53	.....	49	19	64	....	77	
65	86	86	30	106	86	106	67	.. ..	47	28	60	.....	106	
66	106	152	82	67	106	175	140	21	127	61	72	2	164	
67	84	84	46	84	120	125	110	10	36	42	58	.....	84	
68	25	25	19	14	25	44	30	.....	11	19	30	.....	36	
69	74	83	34	39	75	108	71	9	35	29	54	.....	100	
70	178	175	59	107	178	225	118	11	101	27	76	.. ..	142	
71	88	88	13	50	88	103	103	.....	59	7	51	.....	102	
72	90	113	40	40	93	133	95	13	91	40	55	. ....	120	
73	128	135	55	89	128	154	154	7	112	55	92	.....	143	
74	74	80	28	74	74	102	63	6	57	22	51	....	102	
75	45	45	18	25	59	59	59	4	32	16	44	2	55	
76	43	43	18	26	43	48	36	.....	35	17	26	.....	48	
77	77	77	45	55	77	123	92	2	73	42	69	....	116	
78	87	87	29	71	87	105	105	6	39	18	72	.....	105	
79	79	79	17	43	79	96	53	.....	45	17	50	.....	71	
80	169	184	98	93	169	249	136	17	124	85	129	8	242	
81	80	98	39	74	114	120	81	.....	76	39	71	.....	101	
82	79	84	40	53	79	120	95	6	34	33	53	.....	98	
83	75	129	63	75	115	168	132	13	62	40	81	.....	160	
84	24	24	10	29	.....	28	18	.....	18	12	11	.....	29	
85	118	160	78	73	124	170	107	22	90	52	84	.....	152	
86	26	26	13	16	29	39	25	.....	15	13	15	.....	39	
87	48	48	12	24	48	60	60	.....	31	13	30	.....	46	
88	70	70	16	50	59	76	50	.....	50	17	44	.....	67	
89	85	143	58	143	85	143	110	13	88	45	51	... .	137	
90	35	102	43	67	102	145	52	11	70	34	71	.....	142	
91	41	41	14	41	50	54	42	.....	44	18	45	.....	39	
92	67	67	37	46	67	94	64	3	29	26	40	.....	61	
93	73	73	15	45	73	88	55	.....	21	15	33	.....	86	
1	7,965	8,595	3,560	6,253	8,242	11,008	7,961	510	5,346	3,215	5,453	64	9,803	
2	8,528	9,262	3,168	5,883	9,082	11,512	8,398	503	5,530	2,874	5,770	53	9,918	
3	....	....	392	370	.....	.. . .	....	7	.. .	341	.....	11	.... .	
4	563	667	....	.....	840	504	437	.....	184	.....	317	.....	115	
5	71	77	32	56	74	99	71	5	48	29	49	.57	88	
....		....	.....	.....	.....	.....	... .	.....	.....	.....	.....	.....	.....	

IX.—Table 1.—The

High Schools.	Number of pupils in the different branches of instruction.—*Con.*								
	Greek.	French.	German.	Writing.	Book-keeping and Commercial Transactions.	Stenography.	Drawing.	Vocal Music.	Drill.
53 Oakville	2	3		65	65		65		
54 Omemee	2	54	52	19	19		19		
55 Orangeville	11	51	25	64	62		64		
56 Orillia	4	143	52	106	106		106		
57 Oshawa	19	65	58	90	91		91		
58 Paris		36	12	43	43		43		
59 Parkhill	5	50	8	24	58		58		
60 Pembroke	4	112	43	79	105		105		167
61 Petrolea	34	100	20	91	91	91	91		101
62 Picton	1	220	92	67	163	26	160		
63 Port Arthur	1	40	40	74	74		74		
64 " Dover	4	21	13	36	43		43		
65 " Elgin	2	106	65	60	60		60		54
66 " Hope	7	124	101	67	67	51	65		
67 " Perry	12	62	54	60	60	20	60	75	58
68 " Rowan		24	8	14	14		14		
69 Prescott		75	27	37	53		53		
70 Renfrew	29	178	12	107	107	76	107		94
71 Richmond Hill	11	103	14	50	50		50		103
72 Simcoe	10	61	21	42	40		40		50
73 Smith's Falls	5	147	52	89	89		89		
74 Smithville		28		39	39		39		
75 Stirling	2	11		36	36		36		
76 Streetsville	1	36	3	26	26		26		
77 Sydenham		85	55	55	55		55		84
78 Thorold	3	43	13	69	69	75	69		105
79 Tilsonburg		58	6	43	43		43		
80 Toronto Junction	15	118	49	93	91		92		
81 Trenton		68	40	75	75	28	75		
82 Uxbridge	3	96	46	25	53		53		55
83 Vankleekhill	4	124	62	75	75		75		
84 Vienna	2	18	2	11	11		11		17
85 Walkerton	13	78	65	35	73		73		58
86 Wardsville		27	14	15	15		15		
87 Waterdown	1	27	6	24	24		24		
88 Waterford		50	11	50	50		50		
89 Watford		35	13	33	33		33		
90 Welland	15	130	40	17	33		33		
91 Weston		9	2	41	41	21	41		29
92 Wiarton	2	27	12	46	46		46		
93 Williamstown		53	52	33	35		33		
1 Total, 1899	480	6,380	2,687	4,866	5,277	720	5,408	136	2,714
2 " 1898	621	6,534	3,207	5,067	5,374	418	5,419		2,882
3 Increase						302		136	
4 Decrease	141	154	520	201	97		11		168
5 Percentage	4	57	24	44	47	7	48	1	25

High Schools.

	Calisthenics.	Gymnastics.	Examinations, etc.											
			How many pupils obtained Commercial Diplomas in 1899.	No. passed Junior Leaving Examination.	No. passed Senior Leaving Examination.	No. passed Departmental Matriculation Examination.	No. passed the Junior Matriculation at any University.	No. passed the Senior Matriculation at any University.	No. 1st Class Matriculation Honors.	No. 2nd Class Matriculation Honors.	No. passed Matriculation Examination, Law Society, 1899.	No. passed Matriculation Examination, Medical Council, 1899.	No. passed the Preliminary Examination for a Student in Surveying, 1899.
53	....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	....	.....	7	2	.....	6	.....	.....	.....	.....	.....	5	.....
55	....	.....	.....	28	4	14	3	.....	.....	.....	.....	.....	.....
56	....	.....	.....	12	1	1	.....	.....	.....	.....	.....	.....	.....
57	....	.....	.....	8	1	6	.....	.....	.....	.....	.....	.....	.....
58	....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
59	....	.....	.....	2	2 Pt I	2	.....	.....	.....	.....	.....	.....	.....
60	79	88	.....	9	1	9	12	.....	1	.....	.....	.....	.....
61	....	.....	.....	7	1	19 Pt I	.....	.....	.....	.....	.....	.....	.....
62	....	.....	.....	13	1	3	.....	2	4	2	.....	.....	.....
63	...	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
64	25	.....	.....	4	.....	2	.....	.....	.....	.....	.....	.....	.....
65	49	.....	.....	8	.....	8	.....	.....	.....	.....	.....	.....	.....
66	....	.....	.....	9	.....	7	.....	.....	2	9	.....	.....	.....
67	60	160	.....	15	4	.....	.....	.....	13	14	.....	3	.....
68	....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	....	.....	.....	8	3	5	.....	.....	.....	.....	.....	.....	.....
70	....	.....	.....	11	2	.....	13	2	.....	.....	....	2	.....
71	103	.....	.....	10	.....	.....	.....	.....	.....	.....	...	.....	.....
72	50	.....	.....	11	1	1	1	.....	.....	2	1	.....	.....
73	....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	1	.....
74	....	.....	.....	12	.....	5	.....	.....	2	.....	.....	.....	.....
75	....	.....	.....	.....	1	2	.....	.....	.....	.....	.....	.....	.....
76	....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	....	.....	.....	8	.....	9	.....	.....	1	.....	.....	.....	.....
78	105	105	.....	4	.....	5	.....	.....	.....	.....	.....	.....	.....
79	....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
80	....	.....	.....	21	4	17	1	.....	.....	.....	.....	.....	.....
81	....	.....	.....	9	.....	12	.....	.....	.....	.....	.....	.....	.....
82	59	.....	.....	4	4 Pt I	.....	.....	.....	.....	.....	.....	.....	.....
83	....	.....	.....	10	2	1	1	.....	.....	.....	.....	.....	.....
84	12	17	.....	1	.....	5 Pt I	.....	.....	.....	.....	.....	.....	.....
85	....	.....	.....	20	5	3 Pt I 1	.....	.....	.....	.....	.....	.....	.....
86	....	.....	.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....
87	....	.....	.....	3	1	.....	.....	.....	.....	.....	.....	.....	.....
88	...	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....
89	....	.....	.....	19	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	....	.....	.....	5	3	6	.....	5	.....	2	.....	2	.....
91	24	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	1	1
92	....	.....	.....	7	.....	9	.....	.....	.....	.....	.....	.....	.....
93	....	.....	.....	1	.....	1	1	.....	.....	.....	.....	.....	.....
1	1,684	615	7	717	108	283	78	15	54	47	3	33	2
2	2,269	793	59	553	45	265	73	11	24	43	3	19	4
3	....	.....	.....	164	63	18	5	4	30	4	.....	14	.....
4	585	178	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
5	15	6	.....	6	1	3	.7	.....	.....	.....	.....	.....	.....

X.—Table K.—The

Collegiate Institutes.	Miscellaneous													
	Brick, stone or frame school house.	Size of playground.	Schools under united board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture Readings.	Schools opened and closed with prayer.	Schools using Bible.	Religious instruction imparted.
		acres.		$	$	$		$		$				
1 Aylmer	B	4¼	.....	608	685	125	1	765	1	300	....	1	....	....
2 Barrie	B	3	.....	612	645	118	1	1,820	..	.....	....	1	....	....
3 Brantford	B	½	.....	608	681	108	1	1,128	..	.....	....	1	1	....
4 Brockville	S	3	.....	590	1,000	179	1	299	.	.....	1	1	1	....
5 Chatham	B	2	.....	682	1,240	167	1	734	1	50	1	1	1	....
6 Clinton	B	3⅕	....	626	779	150	1	831	..	.....	1	1	1	....
7 Cobourg	B	1	.....	605	600	110	1	888	..	.....	1	1	....	....
8 Collingwood	B	⅛	.....	637	641	82	1	1,229	.	....	1	1	....	....
9 Galt	S	8½	.....	1,049	923	39	1	1,304	1	20	1	1	....	....
10 Goderich	B	¼	.....	616	658	72	1	2,700	..	.....	1	1	....	....
11 Guelph	S	4	1	884	796	145	1	3,057	1	50	....	1	....	....
12 Hamilton	B & S	3	1	971	1,480	133	1	894	1	50	1	1	1	....
13 Ingersoll	B	2	1	538	623	122	1	952	.	.....	1	1	....	....
14 Kingston	B	2	1	590	597	62	....	.....	1	100	1	1	1	....
15 Lindsay	B	2	1	1,015	935	133	1	726	1	25	....	1	....	....
16 London	B	3	1	1,012	2,638	169	1	298	1	700	....	1	....	....
17 Morrisburg	B	1	1	619	1,186	131	1	1,168	1	125	1	1	....	....
18 Napanee	B	3½	1	801	825	112	1	1,036	1	25	1	1	1	....
19 Niagara Falls	B	5⅝	.....	634	618	87	1	1,119	..	.....	....	1	1	....
20 Ottawa	S	1½	.....	961	1,342	260	1	2,224	1	100	1	1	....	....
21 Owen Sound	B	3	1	1,249	1,624	114	1	91	1	50	....	1	....	....
22 Perth	B	4	1	680	738	155	1	827	1	500	1	1	....	....
23 Peterborough	B	2½	1	599	866	149	1	760	..	.....	....	1	....	....
24 Ridgetown	B	1⅜	.....	605	1,004	135	1	996	1	25	....	1	....	....
25 Sarnia	B	2	1	777	616	102	1	1,548	..	...	1	1	....	....
26 Seaforth	B	2¾	.....	725	575	155	1	699	1	50	1	1	1	....
27 Stratford	B	5	.....	828	1,096	204	1	117	..	.....	1	1	....	....
28 Strathroy	B	1¼	.....	700	878	114	1	482	..	.....	1	1	....	....
29 St. Catharines	B	¼	.....	631	733	127	1	775	1	10	1	1	....	....
30 St. Mary's	B	2	.....	572	626	113	1	760	.	.....	....	1	....	....
31 St. Thomas	B	2½	1	815	905	110	1	1,281	..	.....	....	1	....	....
32 Toronto (Harb'rd)	B	1½	.....	854	2,032	161	1	4,710	..	.....	....	1	....	....
33 " (Jameson)	B	1½	.. ..	1,201	2,105	155	1	4,790	..	.....	1	1	1	....
34 " (Jarvis)	B	2	.....	1,278	1,678	411	1	8,900	1	20	1	1	1	....
35 Whitby	B	½	1	615	451	94	1	1,067	..	.....	....	1	1	....
36 Windsor	B	2	1	726	949	120	1	3,200	1	200	....	....	....	....
37 Woodstock	B	1	.....	979	1,344	145	1	2,172	1	100	1	1	....	....
	B S	acres.												
1 Total 1899	33 4	88¾⅒	15	28,492	37,112	5,068	36	56,347	19	2,500	22	36	12	....
2 " 1898	33 4	86	15	29,696	36,170	5,193	34	55,356	19	2,452	23	36	12	....
3 Increase	.....	2¾⅒	.....	.....	942	.....	2	991	..	48	....	....	....	.. .
4 Decrease	.....	. ...	.....	1,204	.....	125	...	.....	..	.....	1	....	....	....
5 Percentage	89 11	.....	41	.....	. .....	.....	97	.....	51	.....	60	97	32	....

Collegiate Institutes.

information.

	Commencement exercises.	Number of pupils in—				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
		Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
1	1	53	51	44	7	89	64	2	10	11	9	7	14	34	60	53	8
2	....	54	80	93	11	106	127	5	5	5	8	12	9	43	129	35	31
3	1	85	135	86	18	233	85	6	16	2	8	7	17	95	88	110	31
4	1	169	92	47	27	241	88	6	3	....	2	6	5	91	120	96	28
5	1	133	117	66	19	240	93	2	25	15	5	20	30	110	92	80	53
6	1	81	29	75	10	96	94	5	10	8	9	9	11	49	75	48	23
7	....	92	28	16	6	101	41	.. .	20	5	3	20	....	25	32	80	5
8	....	64	57	46	8	114	43	18	2	5	....	9	13	75	24	61	15
9	1	74	112	51	13	141	85	24	16	7	4	12	33	36	98	94	22
10	1	82	54	78	20	153	71	10	10	....	6	19	23	66	76	55	37
11	1	61	102	59	29	217	22	12	13	....	11	12	19	117	36	67	31
12	1	213	198	189	126	588	82	56	75	20	10	50	70	356	94	179	97
13	1	86	27	26	10	82	57	10	11	2	3	7	33	46	64	22	17
14	....	283	77	96	18	409	55	10	24	6	4	9	37	146	47	209	72
15	1	61	93	84	16	163	79	12	16	9	7	21	23	86	80	47	41
16	1	393	361	135	53	806	117	19	70	20	25	40	60	406	186	301	49
17	1	48	50	70	21	91	98	...	7	6	3	12	7	68	76	31	14
18	1	83	69	53	15	110	101	9	14	7	6	11	23	57	100	40	23
19	1	91	99	40	19	134	94	21	16	10	2	4	25	109	56	68	16
20	1	266	80	84	34	389	52	23	38	10	14	16	41	135	90	141	98
21	1	104	90	123	42	198	116	45	15	4	5	70	37	30	120	184	25
22	1	100	49	43	16	127	76	5	11	6	1	5	30	46	83	56	23
23	....	117	85	62	16	232	46	2	26	6	10	14	30	98	66	98	18
24	1	48	100	62	16	104	118	4	12	18	6	12	14	70	82	52	22
25	1	137	61	58	8	180	79	5	9	9	4	11	52	54	60	110	40
26	1	87	40	50	8	94	87	4	5	15	4	12	18	45	105	28	7
27	1	119	96	67	21	231	54	18	18	5	7	10	45	107	91	85	20
28	1	38	64	70	22	103	87	4	10	25	5	15	15	45	106	28	15
29	1	138	92	46	26	210	84	8	20	12	12	11	22	49	56	176	21
30	1	32	86	52	31	113	45	43	20	14	5	14	20	50	85	53	13
31	....	236	59	68	28	292	99	....	55	35	9	16	12	153	99	120	19
32	1	135	214	138	47	531	1	2	49	....	....	26	100	367	9	54	104
33	1	141	122	50	34	330	9	8	50	10	15	25	60	195	14	105	33
34	....	112	182	118	29	441	.....	....	56	5	23	38	44	257	9	87	88
35	1	69	46	33	11	99	56	4	9	30	4	3	13	27	63	52	17
36	1	176	88	36	15	250	62	3	14	5	2	5	36	109	47	136	23
37	1	119	51	100	35	192	105	8	16	20	5	24	40	92	105	68	40
1	30	4,380	3,436	2,614	885	8,230	2,672	413	796	367	256	614	1081	3,944	2,823	3,309	1,239
2	30	4,899	3,212	2,490	1,010	8,270	2,862	479	825	396	262	674	992	3,814	3,351	3,013	1,433
3	....	....	224	124	.....	.....	.....	.....	.....	.....	.....	.....	89	130	.....	296	.....
4	....	519	.....	.....	125	40	190	66	29	29	6	60	....	.....	528	.....	194
5	81	39	30	23	8	73	23	4	....	....	....	....	....	35	25	29	11

X —TABLE K.— The

High Schools.	Brick, stone or frame school houses.	Size of playground.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Miscellaneous: Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Religious instruction imparted.
		acres.		$	$	$		$						
1 Alexandria	B	1 1/5		256	263	85						1		
2 Almonte	S	1	1	698	421	75		8				1	1	
3 Arnprior	B	1	1	310	361	88		40				1		
4 Arthur	B	2 1/2		262	515	27		6				1		
5 Athens	S	2		412	397	54		4			1	1		
6 Aurora	B	4		325	438	60						1	1	
7 Beamsville	B	2	1	298	244	66						1		
8 Belleville	B	1 1/2	1	342	364	183						1	1	
9 Berlin	B	4		393	864	43		11	1	50		1	1	
10 Bowmanville	B	2		541	450	52					1	1	1	
11 Bradford	B	3		271	342	20		22				1	1	
12 Brampton	B	5		344	578	56		10				1		
13 Brighton	B	2/3	1	248	304	38					1	1		
14 Caledonia	B	1 1/2	1	417	525	52						1		
15 Campbellford	B	1/2	1	281	436	30					1	1		
16 Carleton Place	S	1	1	488	341	57						1		
17 Cayuga	B	1		172	342	33						1		
18 Colborne	B	3/4	1	248	251	79					1	1		
19 Cornwall	B	3/4		446	502	158					1	1		
20 Deseronto	B	3		270	393	86		510	1	50				
21 Dundas	B	2 7/8	1	426	482	95		39				1	1	
22 Dunnville	B	1/4		327	413	53						1		
23 Dutton	B	1		198	481	32						1		
24 Elora	S	1/4		163	344	71					1	1	1	
25 Essex	B	3 1/4		257	427	84	1	862			1	1		
26 Fergus	S	3/4	1	198	230	65						1		
27 Forest	B	2		301	316	62						1	1	
28 Gananoque	B	1	1	456	361	108					1	1		
29 Georgetown	B	4		173	346	63						1		
30 Glencoe	B	2		282	548	55						1	1	
31 Gravenhurst	B	7 1/2		121	358	46						1		
32 Grimsby	F	1		164	197	21					1	1		
33 Hagersville	B	1 1/2		306	447	32					1	1	1	
34 Harriston	B	3		153	360	60						1		
35 Hawkesbury	B	2	1	364	364	46					1	1		
36 Iroquois	B	1 1/4		575	1,026	127		27	1	250	1	1		
37 Kemptville	B	2	1	300	380	68		19				1		
38 Kincardine	B	4	1	441	628	90		17			1	1	1	
39 Leamington	S & B	1 3/4		248	402	87		10			1	1		
40 Listowel	B	2 1/2		331	365	64	1	294				1		
41 Lucan	B	3		193	560	73		404				1		
42 Madoc	B	1		172	478	90						1	1	
43 Markham	B	2		242	734	46		13	1	20	1	1	1	
44 Meaford	B	3 1/2		256	492	49	1	1,419			1	1	1	
45 Mitchell	B	3/4		228	313	64	1	793		1	1	1		
46 Mount Forest	B	2 1/2		363	515	38					1	1		
47 Newburgh	S	2	1	411	278	58						1		
48 Newcastle	B	2	1	156	288	46					1	1		
49 Newmarket	B	2		146	381	59	1	419				1	1	
50 Niagara	B	1/2		183	156	62					1	1		
51 Niagara Falls S.	B	2		239	288	41		30				1		
52 Norwood	B	8	1	327	298	18		2				1	1	
53 Oakville	B	2/3	1	267	241	24					1	1		
54 Omemee	F	1	1	229	233	44		3				1		
55 Orangeville	B	2 1/2		517	505	57						1		
56 *Orillia		2 1/2										1	1	
57 Oshawa	B	3	1	372	286	120			1	50	1	1		

* Building

High Schools.

information.

Commencement exercises.	Number of pupils in				No. of pupils from municipalities composing the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers	Who left for other occupations.	Occupation of parents.			
	Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
1	37	37	29	....	93	6	4	1	1	2	6	5	16	70	14	3
1	64	35	25	6	90	26	14	9	13	....	4	10	16	47	58	9
..	50	37	25	2	87	16	11	4	3	1	4	15	23	40	50	1
1	33	32	33	10	48	57	3	8	11	1	5	2	31	63	11	3
1	37	40	75	3	70	83	2	2	6	3	18	4	23	102	20	10
1	33	26	27	6	51	41	....	9	5	2	4	10	25	40	20	7
..	34	25	14	.....	68	5	....	4	4	....	3	5	13	34	20	6
1	167	69	38	6	234	46	....	34	15	5	10	4	76	72	73	59
1	84	44	39	3	95	75	....	20	2	5	10	10	81	24	37	28
1	44	42	31	12	79	49	1	4	5	7	8	8	33	39	31	26
1	18	52	28	.....	67	31	....	6	10	...	6	15	21	42	20	15
1	89	40	53	21	92	99	12	12	25	7	13	5	45	110	40	8
1	36	18	23	.....	57	20	....	6	5	2	6	7	21	27	24	5
1	23	61	36	1	93	....	28	8	10	3	4	15	26	53	21	21
1	32	38	36	14	77	39	4	7	4	....	5	10	33	32	37	18
..	107	31	34	2	141	25	8	6	5	5	9	19	32	40	90	12
1	39	26	33	5	27	75	1	2	5	...	11	11	12	66	13	12
..	24	23	25	.....	45	27	..	2	4	2	3	4	8	56	4	4
..	80	49	50	21	125	67	8	10	10	5	12	20	36	64	64	36
..	35	33	32	6	77	18	11	10	2	....	5	13	33	33	35	5
1	54	47	36	....	90	47	....	20	15	7	4	3	42	29	52	14
..	50	44	28	5	73	51	3	7	3	....	5	18	31	44	39	13
..	18	41	37	5	46	53	2	2	2	1	7	1	19	52	25	5
..	26	35	27	9	42	51	4	4	6	1	3	10	14	45	20	18
1	26	35	26	13	43	54	3	3	2	2	10	4	18	43	28	11
..	32	35	50	.....	88	23	6	10	4	5	24	...	32	57	20	8
.	21	28	34	.. .	37	45	1	2	3	1	3	10	26	38	15	4
1	53	37	32	.....	91	20	11	10	5	8	3	13	47	28	36	11
..	20	41	30	11	38	42	22	3	4	2	9	8	28	44	20	10
1	33	19	35	11	46	46	6	4	6	1	6	15	20	49	19	10
..	14	35	13	3	50	15	...	10	....	2	1	11	20	11	26	8
1	27	24	10	.....	27	30	4	8	4	....	....	11	5	37	14	5
1	20	25	34	1	43	37	....	5	13	3	4	4	17	37	19	7
..	25	42	68	17	60	51	41	9	12	4	20	12	35	57	32	28
1	26	29	17	4	26	46	4	6	3	2	1	10	33	28	10	5
1	42	43	29	8	36	73	13	5	2	4	5	10	25	63	22	12
..	39	71	57	15	62	51	69	6	4	3	35	....	41	61	50	30
1	41	33	42	10	59	66	1	6	6	4	10	4	34	67	12	13
1	59	34	33	8	57	66	11	8	7	1	5	8	32	56	39	7
1	29	46	48	....	64	40	19	8	....	1	10	12	20	45	47	11
..	32	35	41	3	47	63	1	5	2	1	8	3	28	56	14	13
..	30	21	31	.....	41	41	....	4	2	1	6	3	10	54	8	10
1	51	52	73	22	49	142	7	16	13	7	12	14	34	92	37	35
1	22	33	45	19	55	53	11	3	4	2	20	15	11	50	46	12
1	35	35	29	5	69	32	3	3	5	3	7	8	13	33	47	11
1	54	46	56	5	99	24	38	11	5	5	14	8	45	50	47	19
1	79	33	34	... ..	46	98	2	5	4	....	6	10	20	90	20	16
..	10	24	10	.....	20	24	..	2	1	....	2	9	7	23	10	4
1	37	24	39	.....	44	54	2	....	3	1	2	10	21	33	31	15
..	20	22	2	2	24	22	....	3	6	....	2	1	10	18	9	9
1	42	38	16	.....	92	4	....	5	10	....	...	20	9	36	50	1
..	46	45	31	.. ...	67	44	11	6	18	....	5	10	10	80	30	2
1	28	33	14	.....	48	24	3	6	5	....	5	9	24	26	11	14
..	19	18	17	.....	31	20	3	2	....	...	2	....	5	32	10	7
1	43	72	86	20	95	80	46	16	4	8	21	20	59	101	30	31
..	45	61	59	9	111	47	16	6	4	2	13	11	46	46	47	35
1	91	40	33	10	118	50	6	12	5	1	3	19	33	47	83	11

burnt.

X.—TABLE K.—The

High Schools.—*Con.*	Brick, stone or frame school house.	Size of play ground.	Schools under United Board.	Value of Library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Religious instruction imparted.
				Miscellaneous										
		acres.		$	$	$		$		$				
58 Paris	B	4	1	302	535	104	..	....	..	.....	1	1	....	....
59 Parkhill	B	2½	1	293	466	93	1	44	1	50	....	1	....	....
60 Pembroke	B	¾	1	232	474	92	....	.....	..	....	....	1	....	....
61 Petrolea	B	2⅛	.....	389	359	45	....	.....	..	.....	1	1	....	....
62 Picton	B	3	.....	605	663	118	....	....	..	.....	....	1	...	....
63 Port Arthur	B	¾	.....	145	290	48	...	.....	1	20	....	1	...	....
64 Port Dover	B	1⅓	1	266	513	19	....	7	1	40	1	1	....	....
65 Port Elgin	B	1¼	.....	241	350	43	....	.....	..	.....	...	1	1	....
66 Port Hope	B	¾	...	418	436	72	....	.....	..	.....	1	1	....	....
67 Port Perry	B	1¾	.....	270	439	44	....	.....	1	10	....	1	....	....
68 Port Rowan	B	2	1	90	207	22	....	8	..	.....	1	1	....	....
69 Prescott	B	1⅛	1	199	367	109	..	29	..	.....	....	1	....	....
70 Renfrew	B	3⅙	1	153	293	33	....	.....	..	.....	1	1	....	....
71 Richmond Hill	B	1	1	78	253	31	....	.....	..	.....	1	1	....	....
72 Simcoe	B	3	1	260	704	134	....	29	..	.....	1	1	1	....
73 Smith's Falls	B	¾	1	428	494	68	....	.....	..	.....	....	1	...	....
74 Smithville	B	1	.....	107	249	29	....	.....	..	.....	1	1	1	...
75 Stirling	B	1	1	160	262	33	....	.....	..	.....	....	1	1	....
76 Streetsville	B	½	.....	177	221	70	....	.....	1	25	....	1	1	....
77 Sydenham	S	1	.....	262	289	31	....	.....	..	.....	....	1	....	....
78 Thorold	B	2½	.....	257	335	102	...	4	..	.....	....	1	1	....
79 Tilsonburg	B	2½	.....	156	530	69	..	....	..	.....	....	1	1	....
80 Toronto Junction	B	1	...	537	570	95	...	.....	..	.....	1	1	....	....
81 Trenton	B	3½	1	362	394	81	....	.....	..	.....	1	1	....	....
82 Uxbridge	B	⅓	1	270	330	53	..	.....	..	.....	1	1	....	....
83 Vankleekhill	B	2¼	.....	463	658	37	1	55	..	.....	....	1	....	....
84 Vienna	B	4	1	224	252	105	1	651	..	....	1	1	1	....
85 Walkerton	B	1¼	..	304	458	54	....	.....	..	.....	1	....	....	....
86 Wardsville	B	1	1	215	169	73	....	.....	..	.....	....	1	....	....
87 Waterdown	S	2½	1	196	330	37	....	.....	..	.....	....	1	....	....
88 Waterford	B	3	.....	316	436	62	....	.. ..	..	.....	1	1	....	....
89 Watford	B	2	...	320	385	109	....	20	..	.....	....	1	....	....
90 Welland	B	1	....	164	493	23	....	. ..	..	.....	....	1	1	....
91 Weston	B	1½	.....	274	434	75	....	.....	..	.....	....	1	1	....
92 Wiarton	S	1½	.....	310	251	45	....	.....	..	.....	....	1	1	....
93 Williamstown	B & S	3	....	177	216	10	....	.....	..	.....	....	1	...	....
	B S F													
1 Total, 1899	80 10 2	187	37	26,727	36,957	5,828	8	5,809	10	316	38	91	29	....
2 " 1898	81 9 3	186	39	26,976	35,826	5,718	7	5,076	16	680	37	91	29	2
3 Increase	1	1	....	.....	1,131	110	1	733	..	.....	1	....	..	....
4 Decrease	*1 1	.....	2	249	.....	.....	....	.....	6	364	....	....	....	2
5 Percentage	87 11 2	.....	40	... .	.....	.. ..		9	.....	11	....	41	98	31	....

* Orillia building burnt.

High Schools.

information.

Commencement exercises.		Number of pupils in—				No. of pupils from municipalities comprising the High School district.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Occupation of parents.			
		Form I.	Form II.	Form III.	Form IV.									Commercial.	Agricultural.	Mechanical.	Professional.
58	1	43	30	11	....	66	15	3	5	2	6	....	14	29	17	28	10
59	1	24	34	29	5	53	36	3	4	2	1	7	2	22	28	21	21
60	..	79	46	41	1	129	34	4	16	2	5	5	11	38	31	78	20
61	..	91	64	32	6	128	64	1	11	2	....	10	18	45	42	94	12
62	1	123	82	41	16	143	115	4	10	15	....	16	....	73	113	55	21
63	1	45	29	20	.....	67	27	....	10	5	1	3	12	18	36	32	8
64	1	36	32	21	.....	54	26	9	7	1	2	1	10	13	37	32	7
65	1	39	37	30	....	59	47	....	6	5	1	5	10	32	37	24	13
66	1	33	73	50	21	105	72	....	14	6	5	10	7	59	68	36	14
67	1	48	36	36	10	60	60	10	6	7	5	18	2	32	60	24	14
68	..	14	11	19	.....	20	24	....	2	2	....	6	2	8	18	10	8
69	1	37	37	25	9	82	23	3	3	4	....	3	12	38	22	42	6
70	1	107	59	50	9	128	95	2	20	12	3	15	10	50	73	70	32
71	1	38	37	26	4	88	15	2	8	4	1	5	27	20	52	23	10
72	1	40	50	40	13	69	72	2	21	30	5	15	19	47	59	28	9
73	..	52	47	48	7	112	20	22	11	8	4	9	14	21	33	88	12
74	..	39	35	22	6	62	37	3	...	6	4	4	2	9	61	18	14
75	..	25	16	14	4	24	35	....	2	3	....	4	....	8	33	10	8
76	1	13	20	15	.....	12	24	12	2	2	2	....	5	4	26	18	.....
77	..	31	46	45	2	59	60	5	2	11	1	9	6	16	90	13	5
78	1	40	36	18	11	81	21	3	7	6	1	2	4	50	39	12	4
79	1	43	36	17	....	67	13	16	6	4	2	....	12	20	27	37	12
80	1	105	43	81	27	98	53	105	15	7	6	16	39	89	74	66	27
81	1	38	43	39	.....	96	11	13	9	4	5	4	2	41	21	35	23
82	1	53	26	35	6	68	50	2	5	8	3	4	5	24	71	21	4
83	..	75	40	40	13	79	61	28	6	5	1	8	8	25	83	37	23
84	..	11	6	12	....	27	..	2	2	2	....	....	....	2	18	7	2
85	1	53	39	55	23	86	77	7	13	38	6	24	13	50	78	23	19
86	1	15	20	18	.....	25	10	18	3	2	1	5	....	5	29	15	4
87	1	24	24	12	2	52	2	8	2	2	....	4	5	13	32	10	7
88	..	26	33	17	.....	29	47	....	7	8	....	2	....	14	49	8	5
89	1	33	52	45	13	48	91	4	5	15	....	10	16	32	71	40	.....
90	1	67	35	32	11	66	78	1	....	....	2	15	....	42	47	42	14
91	..	10	30	14	.....	27	21	6	4	7	2	2	6	8	21	16	9
92	1	20	37	34	3	71	15	8	4	2	2	3	9	18	19	50	7
93	1	52	21	15	.....	83	1	4	....	1	1	....	1	6	70	8	4
1	59	4,027	3,476	3,089	555	6,373	3,986	786	653	577	211	683	829	2,549	4,497	2,928	1,171
2	60	4,468	3,889	2,810	523	6,619	4,241	830	666	654	237	762	1,003	2,520	5,363	2,853	954
3	..	.....	..	277	32	.....	.....	....	.....	.....	.....	.....	..	29	....	75	217
4	1	441	413	.....	.....	246	255	44	13	77	26	79	174	.....	866	.....	.....
5	65	36	31	28	5	57	36	7	....	....	....	....	....	23	40	26	11

XI.—TABLE L.—Protestant Separate Schools.

Statistics.	No. 5, Bromley.	No. 9, Cambridge.	No. 1, Marlboro'.	No. 6, Plantagenet North.	Pushinch.	Rama.	L'Orignal.	Penetanguishene.	Total.
Number of schools	1	1	1	1	1	1	1	1	8
Receipts :	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1898	62 31	3 40	2 50	38 77	44 96	105 34	362 92	54 85	675 05
Government grants	11 80	4 15	5 35	6 55	12 62	49 12	38 85	144 74	273 18
Municipal grants	.....	.....	.....	.....	.....	.....	525 38	1,592 00	2,117 38
Trustees' school taxes	329 70	94 34	45 39	351 48	175 00	175 00	.....	.....	1,170 91
Other sources	36 15	.....	40 00	5 00	99 92	268 00	.....	35 00	484 07
Total	439 96	101 89	93 24	401 80	332 50	597 46	927 15	1,826 59	4,720 59
Expenditure :									
Teachers' salaries	200 00	80 25	45 00	250 00	230 00	350 00	410 00	1,351 14	2,916 39
School sites and buildings	128 50	.....	21 87	43 58	1 93	.....	.....	.....	195 88
Libraries, maps, etc	.....	.....	.....	.....	20	28 15	.....	.....	28 35
Other expenses	16 55	12 10	50	64 73	23 80	63 43	97 21	469 70	748 02
Total	345 05	92 35	67 37	358 31	255 93	441 58	507 21	1,820 84	3,888 64
Balances on hand	94 91	9 54	25 87	43 49	76 57	155 88	419 94	5 75	831.95
Teachers :									
Certificate	Female, III.	Female, Temp.	Female, III.	Female. II.	Female, III.	Male, II.	Female, III.	1 Male, II. Cert.,	11 Teachers,
Salary	$200	$168	$180	$250	$230	$350	$410	$600	2 Male,
								3 Female,	9 Female ;
								III. Cert.	3 II. Certs.,
								$300	7 III. and 1
								250	Temporary :
								250	Av. salary :
									Male, $475
									Female, $249.
Pupils :									
Total attending	27	16	12	10	27	94	57	198	441
Boys	14	10	6	7	13	55	22	101	228
Girls	13	6	6	3	14	39	35	97	213
Attending less than 20 days	4	1	3	1	5	2	5	12	33
" 20 to 50 days	4	2	4	2	5	12	4	27	60

" 51 to 100 days	9	7	5	1	7	20	13	28	90
" 101 to 150 days	3	6	.....	4	6	17	7	33	76
" 151 to 200 days	7	.....	.....	2	4	31	28	98	170
" 201 days to year	.....	.....	.....	.....	.....	12	.....	.....	12
Average attendance	12	7	4	5	10	44	34	130	246
No. in 1st Reader, Part I	5	5	8	2	4	31	13	54	122
" 1st " " II	3	3	2	1	3	12	12	38	74
" 2nd "	7	3	1	1	8	20	1	33	74
" 3rd "	7	5	1	2	3	17	15	35	85
" 4th "	2	.....	.....	3	6	12	16	27	66
" 5th "	3	.....	.....	1	3	2	.....	11	20
Writing	27	16	12	10	27	94	57	198	441
Arithmetic	27	16	12	10	27	94	57	198	441
Drawing	27	16	12	10	27	94	57	198	441
Geography	12	11	6	7	27	31	31	198	323
Music	.....	16	.....	10	27	.....	57	54	164
Grammar	12	5	2	8	25	31	44	106	223
History	12	3	1	6	12	31	22	73	160
School houses (brick, frame or log)	F	L	L	F	F	F	B	B	2 B, 4 F, 2 L
No. of maps	6	5	1	7	11	16	18	7	71
No. of globes	.....	.....	.....	.....	1	1	1	.....	3

XII. TABLE M.—Report on Truancy.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Guelph	6	40	1		6
Hamilton	16	136	28	7	
Stratford		75	4	4	
St. Thomas	3	105	5	4	
Toronto		*900			
Windsor		73			1
Towns.					
Almonte		21			
Arnprior		4			
Aurora		16			
Aylmer		80			
Barrie		37	2	2	
Brockville			1		
Cornwall		2			
Deseronto		10			
Durham		6			
Forest	1	9			
Galt		10			6
Goderich		18	3	1	
Lindsay	2	75	2	2	
Listowel		23			
Milton		8			
Niagara		23			
Niagara Falls	3	48	3	3	136
Orangeville	2	7	1	1	
Orillia		32	1	1	2
Oshawa		6			
Parry Sound	1	18	16		2
Pembroke		10	1	1	2
Perth		12	1		
Petrolea	2	25			6
Peterboro'		25	3		
Port Arthur		6			6
Prescott		9	1		
Preston		4			
Sarnia		83			
Simcoe	6	200			1
Stayner					14
Strathroy		3			
St. Mary's		6			
Thorold		9			3
Toronto Junction		10			
Trenton	13	27	7		20
Vankleekhill		18			18

* Statistics of Annual Report of preceding year.

XII.—TABLE M.—Report on Truancy.

Towns.—*Con.*	No. of children otherwise employed during school hours.	No. of cases of truancy reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Walkerton		30			
Waterloo		10			
Wiarton	5	13			
Woodstock		5			
Villages.					
Alvinston		1			
Bayfield		16			
Beamsville	1	5	1	1	
Beaverton		3			
Bolton					1
Bridgeburg		55			
Brighton	10	5			
Burk's Falls		2			2
Burlington		6			2
Campbellford	5	12			
Chesley		4			4
Drayton		13			13
Dundalk	10	52			
Elora		26	4	2	
Exeter		10			1
Fort Erie		2			2
Georgetown		25			
Glencoe	3	4			
Huntsville					4
Kingsville	1	2	1	1	12
Markdale		8			
Merritton					1
Norwich		1	1	1	
Stirling	2	20	6		
Tara	1	1	1	1	
Total	93	2,560	94	32	265

XIII.—TABLE N.—Report on Kindergartens.

Locality.	No. of Kindergartens.	No. of Teachers.	No. of pupils attending.	Average attendance.
Cities:				
Belleville	1	2	51	20
Brantford	3	7	349	117
Chatham	1	2	174	75
Guelph	1	2	172	70
Hamilton	15	21	1,293	524
Kingston	3	3	162	124
London	14	28	1,168	375
Ottawa	13	19	1,069	418
Stratford	3	5	299	104
Toronto	46	126	4,725	2,019
Towns:				
Aylmer	1	1	61	46
Berlin	3	5	252	184
Dundas	1	1	129	56
Galt	1	2	72	52
Ingersoll	1	2	115	46
Niagara Falls	1	4	126	33
Owen Sound	1	3	121	51
Peterborough	2	5	201	77
Preston	1	1	75	46
Tilsonburg	1	1	89	34
Toronto Junction	2	3	152	58
Waterloo	1	1	130	46
Villages:				
Ashburnham	1	2	96	46
Campbellford	1	1	101	28
Hespeler	1	1	80	52
Total	119	248	11,262	4,701

XIV.—TABLE O.—Report on Night Schools.

Locality.	No. of Night Schools.	Teachers.	Pupils attending.	Average attendance.
Brantford	2	6	88	8
Hamilton	2	6	134	19
St. Catharines	1	1	27	7
Toronto	10	22	709	211
Windsor	1	2	68	17
Total	16	37	1,026	262

XV.—TABLE P.—General Statistical Abstract.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also Normal College and Normal and Model Schools, from the year 1867 to 1899, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1898.	1899
1	Population	.....	1,620,851	.....	1,926,922	.....	2,114,321	.....	.....	.....
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817	611,212	595,238	590,055	591,300	584,199
3	High Schools (including Collegiate Institutes)	102	104	104	104	112	128	130	130	130
4	Normal College and Normal and Model Schools	3	3	4	6	6	6	7	7	7
5	Total Public Schools in operation	4,261	4,490	4,955	5,013	5,277	5,577	5,574	5,587	5,654
6	Total Roman Catholic Separate Schools	161	171	185	190	229	312	340	345	352
7	Grand total of all schools in operation	4,527	4,768	5,248	5,313	5,624	6,023	6,051	6,069	6,143
8	Total pupils attending High Schools (including Coll. Institutes)	5,696	7,968	9,229	12,348	17,459	22,837	24,390	23,301	22,387
9	Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059	1,204	1,270	1,492	1,492	1,379
10	Total pupils attending Public Schools	382,719	433,256	465,908	445,364	462,839	448,204	441,157	436,727	429,227
11	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148	30,373	37,466	41,620	41,667	41,796
12	Grand total, students and pupils attending High, Public, Separate, Normal College and Normal and Model Schools	408,139	463,430	500,939	484,918	511,875	509,777	508,659	503,187	494,789
13	Total amount paid for the salaries of Public and Separate School Teachers	$1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,886,001	2,914,830	2,951,812
14	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries and apparatus, books, fuel, stationery, etc	$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,477,885	1,420,248
15	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs of school houses, and for libraries, apparatus, etc	$1,473,188	2,207,364	3,073,489	3,026,974	3,472,105	4,052,917	4,215,670	4,392,715	4,372,060
16	Total amount paid for High School (including Collegiate Institutes), Teachers' salaries	$94,820	141,812	211,607	253,864	327,452	470,828	532,837	531,887	528,614
17	Total amount paid for erection and repair of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc	$19,190	31,360	51,417	89,857	168,160	215,871	183,139	202,957	193,625
18	Amount paid for other educational purposes*	$332,825	439,690	250,968	262,307	280,832	353,987	346,820	342,916	310,184
19	Grand total paid for educational purposes	$1,920,023	2,820,226	3,587,481	3,633,002	4,518,549	5,094,603	5,278,468	5,470,475	5,404,483
20	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857	7,594	8,480	9,128	9,209	9,085
21	Total male teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,784	2,743	2,713
22	Total female teachers	2,041	2,850	3,448	3,795	4,876	5,710	6,344	6,466	6,372

* Colleges and Private Schools are included for 1867 and 1872.

XVI.—TABLE Q.—County Model Schools, 1899.

	Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work during the term.	No. of assistants with 1st class certificates.	No. with 2nd class.	No. with 3rd class.	No. with other class.	What time did assistant relieve a Principal from public work?	Is separate room provided?	Is there a professional library? No. of volumes.	Government grant.	Municipal grant.	Fees.	No. of divisions in school.	No. of divisions used for Model School purposes.	No. of pupils sent at one time to observe or teach.	Length of time students are trained before being sent to the division to observe.	Length of time students are trained before being sent to the divisions to teach.
				$										$	$	$					
1	Athens	Robert Thompson	I	700	1896	all day	....	3	....	....	all day	1	1— 54	150	150	110	4	4	6	6 w	6 w
2	Barrie	W. J. Hallett	I	900	1893	"	1	8	....	....	"	1	1— 60	150	150	55	9	8	2	6 w	6 w
3	Beamsville	H. J. Talbot	I	600	1899	"	2	2	....	....	"	1	1— 92	150	150	90	4	4	5	6 w	6 w
4	Berlin	Jeremiah Suddaby	I	1,100	1877	"	1	4	4	....	"	1	1—150	150	150	55	9	9	3	6 w	6 w
5	Bracebridge	G. H. O. Thomas	II	700	1885	"	...	6	2	....	"	1	1—130	300	....	45	8	7	4	5 w	6 w
6	Bradford	A. Orton	I	800	1888	"	....	4	....	....	"	1	1— 67	150	150	40	4	4	2	6 w	7 w
7	Brampton	A. Barber	I	800	1895	"	....	7	....	....	"	1	1—100	150	250	64	9	7	4	3 w	8 w
8	Brantford	W. Wilkinson	M.A.	1,275	1872	5½ hours	2	13	2	....	"	1	1—300	150	150	45	17	15	5	5 w	6 w
9	Caledonia	A. B. Shantz	I	700	1895	all day	....	3	....	....	"	1	1—191	150	150	70	4	4	4	7 w	7 w
10	Chatham	T. C. Smith	I	900	1893	"	2	8	1	....	"	1	1—300	150	150	120	12	10	3	7 w	7 w
11	Clinton	W. R. Lough	I	825	1884	"	....	6	....	B.A	"	1	1— 70	150	150	65	8	7	2	6 w	6 w
12	Collingwood	Edward Ward	I	950	1880	"	....	8	6	....	"	1	1— 69	150	150	45	14	14	2	6 w	6 w
13	Cornwall	John Connolly	I	900	1892	"	....	10	....	....	"	1	1—150	150	150	55	10	10	3	5 w	5 w
14	Durham	Thomas Allan	I	700	1888	"	1	3	2	....	"	1	1— 60	150	150	55	6	5	2	6 w	8 w
15	Elora	L. K. Fallis	I	650	1894	"	1	4	....	....	"	1	1— 72	150	150	100	5	5	4	8 w	9 w
16	Forest	James Campbell	I	725	1894	"	....	5	....	....	"	1	1— 70	150	150	67	6	5	3	6 w	6 w
17	Galt	R. Alexander	I	1,000	1875	"	1	6	....	....	"	1	1— 64	150	150	45	8	8	5	3 w	7 w
18	Gananoque	J. C. Linklater	I	1,000	1888	"	1	5	5	....	"	1	1— 69	150	150	10	12	6	2	6 w	7 w
19	Goderich	S. P. Halls	M.A.	900	1894	"	2	10	....	....	"	1	1— 75	150	150	89	12	12	4	6 w	6 w
20	Hamilton	W. H. Davis	I	1,200	1899	3 hr. a w.	15	27	....	....	¾ hr. a w.	1	1 - 650	150	150	135	12	42	4	5 w	6 w
21	Ingersoll	H. F. McDiarmid	I	900	1885	all day	2	6	4	....	all day	1	1— 64	150	.....	30	14	12	3	5 w	6 w
22	Kincardine	F. C. Powell	I	850	1877	5½ hrs.	....	3	4	....	5½ hrs.	1	1— 66	150	150	65	8	7	3	6 w	7 w
23	Kingston	L. E. Staples	I	600	1899	6 hrs.	1	8	....	2	all day	1	1—200	150	150	115	11	9	4	5 w	6 w
24	Lindsay	G. E. Broderick	I	1,000	1888	all day	1	18	....	....	"	1	1— 60	150	150	135	19	14	2	5 w	7 w
25	London	R. M. Graham	I	1,200	1891	"	1	9	....	....	"	1	1— 70	150	81	245	12	10	5	4 w	6 w
26	Madoc	T. C. Tice	I	700	1897	"	...	6	....	....	"	1	1— 45	150	250	95	6	6	3	6 w	6 w
27	Meaford	M. N. Clark	I	600	1899	5½ hrs.	....	3	5	....	5½ hrs	1	1— 52	150	150	90	8	8	4	6 w	8 w
28	Milton	W. F. Inman	I	750	1893	all day	....	4	2	....	all day	1	1— 62	150	200	70	6	5	3	6 w	6 w

29 Minden	F. C. Gillis	II	450	1897	"	....	1	1	....	"	1	1— 54	150	150	75	3	3	8	6	w	6½	w
30 Mitchell	J. W. McRoberts	I	600	1899	"	....	4	3	....	"	1	1— 55	150	...	55	7	7	2	6	w	6	w
31 Mount Forest	H. Bewell	I	700	1897	"	....	7	1	....	"	1	1— 69	150	150	90	8	8	3	6	w	6	w
32 Morrisburg	A. E. Meldrum	I	700	1896	"	..	5	2	....	"	1	1— 71	150	150	90	7	7	4	5	w	5	w
33 Napanee	C. H. Edwards	B. A.	750	1899	"	2	7	...	...	"	1	1— 90	150	....	.....	10	7	2	7	w	7	w
34 Newmarket	J. W. Forhan	I	600	1899	"	1	4	....	....	"	1	1— 84	150	175	60	6	6	3	6	w	6	w
35 Norwood	H. R. Scovell	B. A.	640	1897	"	....	5	....	....	"	1	1— 60	150	150	105	5	5	6	4	w	6	w
36 Orangeville	M. N. Armstrong	I	800	1884	"	2	7	1	....	"	1	1— 65	150	150	85	10	7	3	7	w	7	w
37 Owen Sound	T. A. Reid	I	1,000	1894	"	....	23	3	....	"	1	1— 92	150	150	90	13	12	2	6	w	8	w
38 Parry Sound	A. M. Currie	I	700	1896	"	2	5	....	2	"	1	1— 62	300	.....	105	9	7	4	6	w	8	w
39 Perth	M. M. Jacques	I	1,000	1884	"	...	7	1	1	"	1	1— 80	150	150	.....	10	10	4	6	w	7	w
40 Picton	R. F. Greenlees	I	800	1886	"	....	7	....	....	"	1	1— 60	150	150	55	8	8	3	8	w	8	w
41 *Plantagenet	D Chenay	I	1,200	1890	½ day	...	1	....	2	.....	1	1— 60	950	450		4	3	19	3	w	3	w
42 Port Hope	F. Wood	I	1,000	1885	all day.	...	14	1	....	all day.	1	1— 70	150	225	180	15	12	3	6	w	6	w
43 Port Perry	A. M Rae.	I	800	1877	5½ hrs.	1	3	2	....	5½ hrs.	1	1— 70	150	150	60	6	6	4	7	w	8	w
44 Prescott	A. A. Jordan	I	900	1899	all day.	....	6	....	....	all day.	1	1— 77	150	150	70	6	6	3	6	w	9	w
45 Renfrew	E. N. Jory	I	825	1891	"	....	5	2	....	"	1	1— 70	150	150	80	8	8	3	6	w	6	w
46 Richmond	R. J. Brown	I	600	1898	"	....	2	....	....	"	1	1— 60	150	400	20	3	3	4	6	w	6	w
47 St. Thomas	Wm. Rannie, Actg.	I	1,000	....	"	....	11	....	....	"	1	1— 85	150	50	160	11	11	3	5	w	7	w
48 Sarnia	A. Wark	I	950	1877	"	1	8	....	...	"	1	1— 58	150	150	70	9	9	2	6	w	7	w
49 Simcoe	I. S. Rowat	I	800	1889	"	1	7	....	....	"	1	1-120	150	150	70	8	8	2	6	w	7	w
50 Stratford	J. R. Stuart	I	1,000	1887	"	....	22	3	....	.....	1	1—120	150	150	135	25	18	3	6	w	6	w
51 Strathroy	T. Dunsmore	I	850	1882	"	...	8	....	....	all day.	1	1— 76	150	150	120	9	9	3	6	w	6	w
52 Toronto	W. E. Groves	I	1,200	1895	"	14	74	....	....	"	1	1—205	150	150	205	12	12	14	3	w	6	w
53 Toronto Junction	William Wilson	I	950	1889	"	....	10	....	....	"	1	1— 75	150	175	160	12	10	3	6	w	6	w
54 Vankleekhill	S. J. Keys	I	750	1898	"	....	4	....	....	"	1	1— 70	150	200	65	4	4	3	6	w	7	w
55 Walkerton	E. J. Rowlands	I	850	1893	"	....	9	....	....	"	1	1— 65	150	150	110	9	9	3	6	w	6	w
56 Whitby	J. A. Brown	I	950	1877	"	1	2	1	3	"	1	1— 97	150	150	35	7	7	3	6	w	7	w
57 Windsor	G. W. Chisholm	I	900	1895	"	....	7	1	...	"	1	1— 30	150	150	110	8	8	3	6	w	6	w
58 Woodstock	S. Nethercott	I	900	1893	"	....	28	...	1	"	1	1—115	150	150	75	30	16	2	6	w	8	w
59 *R. C. S. S. Ottawa	M. J. O'Connor	B. A.	800	1896	all aft.	....	....	...	....	.....	....	.....	800	.....	30	.....	.....	.....	...		...	
60 District Training Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,400	.....	.....	.....	.....	.....	.....		.....	
Total	.....	2 M.A. 3 B.A. 52 I. 2 II.	.....	.....	.....	59	502	59	12	.....	....	58— 5,777	12,000	8,756	4,770	.....	.....	.....	...		...	

* French Training School.

XVI.—TABLE Q.—County Model Schools, 1899—*Continued.*

Name of Model School.	During how many weeks do students teach in the divisions?	How many hours per day?	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	How long does a student remain in a division before passing to another?	No. of students on roll.			No. who passed final examination.									Average age of students.
											Male.	Female.	Total.	No. with Senior Leaving certificate.	No. with Junior Leaving certi.	No. with Primary certificate.	No. with District certificate.	Allowance made by Trustees to Principal's assistant.	No. of renewals granted by the Board.	
		Hours																$		yrs.
1 Athens	7 w	2½	11	20	40	20 m	2 d	22	7	15	7	14	21	....	18	4	....	120	5	19⅓
2 Barrie	8 w	1½	18	20	11	15 m	1 w	10	5	5	5	5	10	1	9	....	....	....	3	19⅓
3 Beamsville	6 w	1	9	12	24	20 m	6 d	18	10	8	10	8	18	2	14	2	....	125	12	21
4 Berlin	6 w	1½	18	30	18⅓	25 m	5 d	11	4	7	4	7	11	....	9	2	....	125	14	19 11/11
5 Bracebridge	6 w	2	16	20	12	15 m	1 w	9	1	8	....	8	8	....	2	1	6	150	1	19
6 Bradford	6 w	40 m	10	20	16	20 m	6 d	8	1	7	1	7	8	....	7	1	....	125	....	19
7 Brampton	6 w	1½	14	35	27	20 m	4 d	11	5	6	3	5	8	3	7	1	....	....	3	19
8 Brantford	7 w	2	22	24	8	25 m	2 d	10	3	7	*	*	...	....	9	1	....	....	4	19
9 Caledonia	6 w	2¾	8	17	29¾	20 m	1 w	14	8	6	8	6	14	1	10	3	....	125	11	19⅓
10 Chatham	4 w	1	20	20	24	20 m	2 d	24	5	19	5	17	22	5	12	7	....	175	38	19
11 Clinton	4 w	20 m	15	22	15	20 m	3 d	13	6	7	6	7	13	....	11	2	....	90	17	19½
12 Collingwood	4 w	1	21	17	8	25 m	1 w	9	3	6	3	6	9	1	5	3	....	130	....	19⅓
13 Cornwall	6 w	1	20	18	11	20 m	1 w	11	5	6	5	6	11	....	4	7	....	150	30	19 7/10
14 Durham	3 w	1	12	20	18	25 m	2 d	11	1	10	1	10	11	1	4	6	....	125	13	19
15 Elora	4 w	1½	14	14	20	20 m	2 d	20	9	11	9	11	20	1	15	4	....	125	16	19
16 Forest	6 w	1½	13	18	19	20 m	1 w	14	5	9	5	9	14	1	11	2	....	125	.....	19
17 Galt	6 w	1½	14	22	14	20 m	1 d	9	3	6	2	5	7	1	6	2	....	150	.....	19⅝
18 Gananoque	6 w	40 m	13	24	4	20 m	1 w	2		2	....	2	2	....	2	....	....	125	2	18
19 Goderich	6 w	1½	22	24	18	20 m	4 d	17	5	12	5	11	16	4	9	4	....	150	16	19
20 Hamilton	6 w	1¼	42	18	14	25 m	1 w	27	11	16	9	16	25	4	21	2	....	300	6	20⅓
21 Ingersoll	5 w	1	12	20	10½	23 m	4 d	7	3	4	3	4	7	1	5	1	....	....	14	21
22 Kincardine	7 w	1½	20	28	18	20 m	3 d	13	4	9	4	9	13	7	2	4	....	125	10	18 11/11
23 Kingston	7 w	1¼	9	18	16	20 m	1 w	23	5	18	5	18	23	1	17	1	....	99	10	19 7/10
24 Lindsay	5 w	1¼	32	20	16	20 m	2 d	27	12	15	12	15	27	2	19	6	....	....	7	18 1/10
25 London	6¼ w	1½	16	20	60	20 m	2 d	49	16	33	15	29	44	7	31	11	....	250	1	19 2/10
26 Madoc	5 w	1	15	18	23	15 m	3 d	19	7	12	6	12	18	1	12	6	....	140	15	18 8/10
27 Meaford	4 w	1½	12	20	30	20 m	2 d	18	5	13	5	12	17	4	13	1	....	70	9	19
28 Milton	6 w	1	17	20	21	20 m	1 w	14	5	9	5	9	14	1	8	5	....	....	4	19 3/10

29 Minden	6½	w	1½	10	15	24	16	m	1	w	16	1	15	1	14	15	....	....	1	15	88		4	20
30 Mitchell	7	w	1	7	24	33	20	m	4	d	11	7	4	6	4	10	2	8	1	....	125		5	19
31 Mt. Forest	7	w	1	18	20	21	20	m	2	d	19	10	9	10	9	19	2	12	5	....	115		4	19
32 Morrisburgh	7	w	1¾	16	16	20	23	m	1	w	20	8	12	8	12	20	1	9	10	....	150	.....		19⅔
33 Napanee	6	w	1⅛	9	20	22	25	m	1	d	10	4	6	4	6	10	1	3	6	....	200		11	18⅝
34 Newmarket	6	w	1¼	10	22	26	20	m	1	w	12	6	6	6	5	11	2	9	1	....	125		16	20
35 Norwood	6	w	1½	12	18	32	25	m	4	d	21	9	12	9	12	21	1	17	3	....	130		4	19
36 Orangeville	7	w	1	14	25	30	20	m	1	w	16	10	6	8	5	13	....	14	2	....	130		7	19½
37 Owen Sound	4	w	1¼	17	18	19	20	m	2	d	18	7	11	6	11	17	3	14	1	....	....		2	19
38 Parry Sound	4	w	3	14	20	30	20	m	1	d	21	4	17	4	17	21	....	2	..	19	200		17	19
39 Perth	7	w	1⅓	20	25	36	20	m	1	w	29	6	23	6	23	29	....	24	5	....	125		7	20
40 Picton	6	w	1	16	18	12⅜	20	m	3	d	11	9	2	9	2	11	1	8	2	....	135		14	18⅞
41 †Plantagenet	3	w	3	8	6	15	30	m	2	d	19	9	10	8	9	17	....	....	....	17	....	.. ..		18 4/19
42 Port Hope ..	6	w	1	20	16	28	20	m	1	w	36	8	28	6	28	34	2	22	12	....	....		18	19 2/3
43 Port Perry	6	w	1	14	20	21	20	m	5	d	15	5	10	3	9	12	2	6	4	....	125		12	20
44 Prescott	4	w	1¼	11	20	25	25	m	2	d	14	4	10	4	10	14	1	11	2	....	160		8	19
45 Renfrew	7	w	1¼	14	17	19	20	m	1	w	16	4	12	4	12	16	2	9	4	1	125		13	18½
46 Richmond	5	w	3	7	21	21	20	m	6	d	7	2	5	2	5	7	....	6	1	....	150		2	19
47 St. Thomas	5	w	1	11	22	22	20	m	2	d	30	12	18	11	18	29	2	23	7	....	....		25	19
48 Sarnia	6	w	1¼	24	28	16	20	m	3	d	14	4	10	4	10	14	....	11	3	....	....	....		19½
49 Simcoe	3	w	1½	12	20	23⅓	20	m	2	d	14	8	6	8	6	14	1	11	2	....	169		12	19 5/14
50 Stratford	5	w	1¼	43	20	13	20	m	1	w	27	4	23	3	20	23	2	22	3	....	....		11	18½
51 Strathroy	6	w	1½	22	30	32	20	m	4	d	24	8	16	8	16	24	1	19	4	....	175		10	19⅞
52 Toronto	5	w	40 m	.....	20	15	20	m	1	d	41	....	41	....	39	39	4	43	4	...	....		21	19
53 Toronto Junction	6	w	1	15	18	38	20	m	3	d	32	12	20	12	20	32	5	21	6	....	150			19
54 Vankleekhill	5	w	2	12	15	16	20	m	1	w	13	6	7	6	7	13	....	4	3	6	130		5	22
55 Walkerton	6	w	1½	19	18	19	20	m	4	d	22	11	11	11	11	22	4	10	8	....	130		22	18 9/10
56 Whitby	6	w	1½	17	28	12	20	m	1	w	7	3	4	3	4	7	1	5	1	....	125		2	19
57 Windsor	8	w	1	13	28	47	20	m	1	w	22	7	15	6	13	19	7	8	4	3	450		12	19¼
58 Woodstock	6	w	1½	16	29	27	25	m	4	d	15	6	9	6	9	15	1	13	1	....	....		11	19⅓
59 †R. C. S. S. Ottawa	.....	.....	.....	.....	.. ...	.....	.....				19	....	19	....	19	19	.....	.....	.....	19	.....	.....	.....	.....
Total	.....	.....	.....	.....	.....	.....	.....				1,031	348	683	325	653	978	....	....	....	....	....	.....		19 Av.

*No report. † French Training School.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1900*

I. ORDERS IN COUNCIL.

(1) Orillia High School to rank as a Collegiate Institute. (Approved, 17th January, 1900.)

(2) Appointment of Mr. W. C. Robertson as caretaker of London Normal School. (Approved, 26th January, 1900.)

(3) Appointments to the staff of the London Normal School: Mr. Stephen Kelso Davidson, Teacher of Drawing; Mr. Ernest F. R. Copeman, Physical Instructor; Miss Agnes MacKenzie, Teacher of Kindergarten Principles: and Miss Nellie Heffernan, Stenographer. (Approved, 16th February, 1900.)

(4) Appointment of Mr. Wm. Houston, M.A., as Inspector of Public Schools for Manitoulin Island, etc.; also granting of a Public School Inspector's Certificate to Mr. Houston. (Approved, 3rd March, 1900.)

(5) Appointment of Mr. Telesphore Rochon, B.A., as Inspector of Bilingual Training and Elementary Schools. (Approved, 25th June, 1900.)

(6) Agreements with the Canada Publishing Company, Limited, respecting The Public School Grammar, The Public School Geography, The Public School Drawing Course, and The High School Grammar. (Approved, 8th June, 1900.)

(7) High School established at Fort William. (Approved, 16th August, 1900.)

(8) Agreement with The Copp Clark Company, Limited, respecting The High School French Grammar and Reader. (Approved, 16th August, 1900.)

(9) Appointment of Mr. Arthur Heeney as Engineer of the Ottawa Normal School. (Approved, 26th September, 1900.

(10) Appointment of Mr. Michael O'Brien as Inspector of Separate Schools. (Approved, 16th November, 1900.)

II. MINUTES OF DEPARTMENT.

(1) Granting of Second Class Professional Certificate to Miss Lucy Eleanor Potter, B.A., McGill. (Approved, 2nd May, 1900.)

(2) Granting of certificates to the following students of the Ontario Normal School of Domestic Science and Art, Hamilton: Miss N. C. Ross, B.A., Miss C. E. Fleming, B.A., Miss I. M. Hunter, Miss F. K. Bowditch, graduates in Domestic Science and Educational Sewing; and Miss G. Sutherland, graduate in Domestic Science. (Approved 31st July, 1900.)

(3) Granting of a Second Class Professional Certificate to Mr. Arthur Martin, B.A., Manitoba. (Approved, 14th August, 1900.)

(4) Text book regulations. (Approved, 21st August, 1900.

(5) Granting of a Public School Inspector's Certificate to Mr. David Chenay, valid for the inspectorate of N. Essex (No. 1). (Approved, 9th November, 1900.)

(6) Granting of a Second Class Professional Certificate to Mr. George Hindle, B.A. (Approved 20th December, 1900.)

III. CIRCULARS FROM THE MINISTER.

EXAMINATIONS.

Instructions to Presiding Examiners, 1900.

☞The Presiding Examiners are *requested to peruse carefully* the following instructions and see that they are fully carried out:

(1) Each Inspector, or such other person as may be appointed by the Minister, shall himself, in person, receive from the Department or the Inspector, the examination papers, and shall thereupon be responsible for the safe keeping of the parcel containing the same, unopened, until the morning of the first day of the examination.

(2) On the receipt of the bag containing the question papers the Presiding Examiner will see that *the seal is intact.* The bag can be opened by breaking the wire close to the seal, and when opened on the first day of the examination, the names and numbers of the envelopes containing question-papers should be verified with the time-table.

(3) The Presiding Examiner will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes the Presiding Examiner shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

(4) The Presiding Examiner shall, if there is sufficient accommodation and if a sufficient number of papers has been received, admit candidates that through some oversight did not send their applications to the Inspector. The names of such candidates are to be entered in the report blank specially provided, with such information as is required of the other candidates. This report blank and the required part of the fee, with one dollar additional as provided, should be sent by the Presiding Examiner to the Education Department. The balance of the fee should be sent to the Board that bears the expense of the examination.

(5) The Presiding Examiner shall exercise necessary viligance at all times while the candidates are engaged, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Examiner. He shall take all necessary care to render it impossible for the instructions to candidates to be violated without his knowledge. This instruction (5) is to be observed however small may be the number of candidates.

(6) It is imperative that the regulations be enforced by the Presiding Examiner and strictly observed by the candidates. In particular, the examination papers shall be distributed, and the answer papers collected *punctually* at the time indicated in the time-table. The Presiding Examiner has no authority to deviate from the official time-table.

(7) In the examination room candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks ; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

(8) No person except the Examiners and any necessary attendants shall be present with the candidates in any room at the examination ; and at least one Examiner shall be present during the whole time of the examination in each room occupied by the candidates.

(9) The Presiding Examiner shall, as indicated on the time-table, read to the candidates their duties, shall draw attention to any feature of them that may require special care during the examination, and shall be explicit in giving instructions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number of envelopes and in accounting for such envelopes as have been distributed. The instructions (5), (6) and (7) for candidates are also instructions to Presiding Examiners.

(10) *Punctually* at the time appointed for the commencement of each examination, the Presiding Examiner shall, in the examination room and in the presence of the candidates and other examiners (if any), break the seal of the envelopes containing the examination papers, and give them to the other Examiners and the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over, no examination papers, other than those which the candidates receive, shall be taken out of the room.

(11) *Punctually* at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately* duly fastened in the envelopes.

(12) The Examiner shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in, (and the Examiner should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "1" opposite the name of the candidate.

After the papers are handed in the Examiner shall not allow the envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Education Department, or placed in the hands of the Presiding Examiner.

(13) For special instructions *re* the examinations in Botany, Stenography, Chemistry, Biology, etc, see the confidential circulars, which are forwarded to each Presiding Examiner prior to the examinations.

Reports, Etc.

(14) The Presiding Examiner shall report to the Education Department at the close of the examination in the "Remarks" column of the Diagram Blank, any particulars in which the Instructions, etc., were not observed and he shall mention any facts regarding the examination that he deems expedient to have brought before the Board of Examiners. The Presiding Examiner and his Assistants shall sign a declaration that in all other respects the Instructions and Regulations were fully complied with.

(15) The Presiding Examiner as part of his report to the Department shall send a diagram of each room on the forms provided, showing the position occupied by each candidate and Presiding Examiner during each Examination.

(16) The Presiding Examiner shall not arrange the answer papers according to subjects, but shall arrange them so that all the answers of each candidate for each Examination shall be sent altogether and *in the order that their names appear* on the list of candidates for that examination. To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.

(17) The prompt return to the Education Department of the answers at the close of the respective Examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-lists*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each Examination should be returned in its respective bag with the candidates' answer envelopes.

(18)—(*a*) The answers of the candidates taking the (*a*) Part I. Junior Leaving (Public School Leaving), (*b*) the Part I. Junior Matriculation and (*c*) the Part II. Commercial Diploma Examinations, together with the corresponding tally-list, shall be returned *in separate parcels*, at the close of those examinations, in one of the bags provided.

(*b*) The answers of the candidates for (*a*) the Part II. Junior Leaving (*b*) the Part II. Junior Matriculation and (*c*) the Senior Leaving or Honor Matriculation Examinations, (*d*) the Commercial Specialist Examination, together with the corresponding tally-lists, shall be returned, *in separate parcels*, at the close of those examinations, in one of the bags provided.

(*c*) The answers of scholarship candidates, in the Part I., Part II., or Honor papers, shall be enclosed in the envelopes specially provided, shall be made up in a *separate parcel* and shall be returned to the Department in the same bag as the Part II. Matriculation answers.

(*d*) Each bag shall be so folded and tied that the words "The property of the Education Department" will be outwards. The shipping tag should be securely attached to the strap on each bag.

(*e*) All express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(*f*) All surplus examination papers may be given at the close of the examination to the Principal of the school.

Expenses of the Examination.

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay on the certificate of the Public School Inspector, all the expenses of the examination which shall include the following:—

(1) For preparing the list of candidates, the Inspector shall be entitled to the remuneration of $2.00, provided that the number of candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number, the Inspector



Ontario Normal School of Domestic Science and Art.



Ontario Normal School of Domestic Science and Art.



Ontario Normal School of Domestic Science and Art.



Ontario Normal School of Domestic Science and Art.

shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the Examinations on which candidates write, will determine the amount paid for this service.

(2) For conducting the Examination each Presiding Examiner shall be entitled to $4.00 a day and actual travelling expenses, which shall include railway fare or the ordinary cost of their conveyances.

(3) For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payment for any additional services required during the examination.

Instructions to Candidates

(1) Each candidate shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department.

(2) Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination.

(3) No candidate shall leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

(4) Every candidate shall conduct himself in strict accordance with the regulations. Should he give or receive any aid or extraneous assistance of any kind, in answering the examination questions, or should he leave his answer exposed so that any candidate may copy from him he will forfeit any certificate he may have obtained. He shall also be debarred for two years from writing at any examination conducted by the Education Department.

(5) Candidates are reminded that should any candidate be detected in talking or whispering, or making signs to another candidate, or, in copying from another, or allowing another to copy from him, or in having in his possession, when in the room, any book, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the Examiner if he obtain clear evidence of the fact at the time of the occurrence, to cause such candidate at once to leave the room; and such candidate shall not be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the close of the examination, the Examiner shall report the case to the Department.

(6) Candidates are also reminded that the Presiding Examiner is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what questions should be undertaken by the candidates or how any question should be answered.

(7) Should any error appear to have been made in any question paper *no attention* shall be drawn to it during the time of the examination by either the Presiding Examiner or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Examiner who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

(8) Every candidate shall write the subject of examination very distinctly at the top of each page of his answer paper, in the middle. If a candidate write his name or initials, or any distinguised sign or mark on his answer papers or use any other paper or ink than that provided by which his identity might be disclosed or insert in the envelope any matter not pertinent to the examination, his examination will be cancelled.

(9) Each candidate, in preparing his answers, shall write on one side only of each sheet, shall page the sheets in each subject, shall write distinctly, on the last sheet, the total number of sheets enclosed in the envelope, shall fold them once across, place them in the envelope provided by the Department, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Examiner.

Extracts from Instructions to Applicants and Inspectors.

Fees.

Part I. Junior Leaving (Public School Leaving) Examination, $2. Part I. Junior Matriculation Examination, $2. Part II. Junior Leaving or Part II. Junior Matriculation Examination, $5. Senior Leaving Examination, Part I. and II., each $3; taken together, $5. Commercial Diploma Examination, Part II., $2. For candidates for examination in the additional subjects (not to exceed four) for Matriculation into any University or Learned Profession, the fee shall be $2. If the fees for a candidate amount to more than $5, only $5 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is $5, $4, $3, or $2, the amount to be sent to the Department is $3, $2, $2, or $1, respectively. The balance of fees received is to be forwarded to the High School Board or other body that bears the expenses of the examination.

Applications will not be received by the Inspector after the date mentioned, and candidates are reminded that they should in no case forward their applications to the Education Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Examiner is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of examination papers has been forwarded. An additional fee of $1 will be exacted by the Presiding Examiner from a candidate who presents himself in this way.

Toronto, January 1st, 1900.

CIRCULAR TO INSPECTORS.

Empire Day.

Gentlemen,—I earnestly invite your co-operation in having "Empire Day" duly celebrated this year in all our schools. In the other Provinces of Canada, as well as in Ontario, the 23rd of May, 1899, inaugurated an important event in the cultivation of British patriotism among the Canadian people. As intimated, last year the Education Department of Ontario, on the 1st of March, 1899, adopted the following Minute:

"The school day immediately preceding the 24th of May shall be devoted specially to the study of the history of Canada in its relation to the British Empire, and to such other exercises as might tend to increase the interest of the pupils in the history of their own country and strengthen their attachment to the Empire to which they belong—such day to be known as 'Empire Day.'"

According to this Minute, "Empire Day" this year falls on Wednesday, the 23rd of May, and it is desirable that every suitable means should be adopted to foster among the youth of our country a high national sentiment. This subject is specially important this year, since the struggle in which England is now engaged, and in which Canada is taking a prominent part, will call forth increased love for British institutions. Canada is helping to make history, and the youth of our country should be taught fully to appreciate their positions as citizens of the British Empire. It should be understood that true patriotism does not consist in empty shouts of acclaim, in mere professions of loyalty or in any spirit of national boasting. The patriotism to be cultivated among the children of our schools should be that which results from a just appreciation of what the nation has become because of its spirit of freedom, its laws, its customs, its form of government and its triumphant onward march as a great civilizing agency. For the children of our schools to appreciate rightly what they owe to the British Empire it is necessary for them to know something of its traditions, its perils, its stages of growth, its sources of power and its many glorious achievements. In other words, the patriotism to be cultivated in our schools should be broad, and marked by intelligence and high moral principle.

It is not necessary that the manner in which "Empire Day" is to be observed should be indicated in detail. As was done last year, some intimation of the following nature might guide the teachers and trustees:

The Forenoon.

In each of the classes, part of the forenoon might be occupied by the teacher taking as his subject the British Empire, and discussing in a general way, for example:—its extent and resources; its history and institutions; its literature and distinguished statesmen, authors, soldiers, etc.; the excellence of the British form of government, and the privileges which all British subjects enjoy; the great extent and magnificent resources of Canada, together with some account of its system of government—Dominion, Provincial, Municipal, Educational; historical incidents in connection with the development of the Dominion; and the part it has taken in the unity of the Empire. An historical reference to the Union Jack, explaining when and how it became the national emblem, would be opportune. It should be understood that the aim of the teacher, in any outline he may give to his pupils, will be to cultivate that spirit of Canadian patriotism which will be marked by intelligence and the highest moral sentiment, and which will be adapted to the age and attainment of the pupils.

The Afternoon.

A suitable programme can easily be arranged for the afternoon, the exercises commencing at 2 30 p.m. These might consist of patriotic recitations, songs, readings by the pupils, and addresses by trustees, clergymen, and such other persons whose services may be available. At the afternoon exercises, the trustees and public generally should be invited to be present, and during both forenoon and afternoon the British flag or Canadian ensign should be hoisted over the school building. With these objects in view, you will kindly give the necessary directions to the teachers of schools under your supervision, in order that throughout the entire Province "Empire Day," in the closing year of the century, may be duly celebrated.

TORONTO, March, 1900.

DEPARTMENTAL INSTRUCTIONS.

HIGH SCHOOL ENTRANCE EXAMINATION, 1901.

General.

1. The High School Entrance examination for 1901 will begin Wednesday, the 26th of June, at 8.45 a.m., and will be conducted under the provisions of Section 38 of the High Schools Act and Sections 23-27 of the Regulations, subject to the instructions herein contained.

2. Candidates who purpose writing at the examination must notify the Public School Inspector before the 1st of May.

3. No teacher, who has pupils writing at the High School Entrance examination, shall be eligible as Examiner where such pupils are writing.

4. When the County Council recommends the holding of an examination at any place other than the High School, the presiding examiner shall be paid the sum of $3 per diem, and travelling expenses, for conducting such examination, and the examiners shall be allowed the sum of $1 per candidate for reading the examination papers. It shall be lawful for the County Treasurer to pay all the expenses of such examination on the certificate of the County Inspector.

5. The course of study prescribed is that given in the Revised Regulations of 1896. The paper in Arithmetic will include such questions as will specially test the accuracy of the candidates in the simple rules, as well as their knowledge of the subject; and the paper in Dictation will call for the study of the authorized Spelling Book.

6. The following selections in Literature from the Fourth Book have been prescribed for the examination of 1901.

I. Tom Brown ; V. Pictures of Memory ; X. The Barefoot Boy ; XVIII. The Vision of Mirza—*First Reading* ; XX. The Vision of Mirza—*Second Reading* ; XXIII. On His Own Blindness ; XXVI. From "The Deserted Village" ; XXXII. Flow Gently, Sweet Afton ; XXXVII. The Bell of Atri ; XLII. Lady Clare ; LXVIII. The Heroine of Vercheres ; LXXVI. Landing of the Pilgrims ; LXXXIX. After Death in Arabia ; XCI. Robert Burns ; XCIV. The Ride from Ghent to Aix ; XCVI. Canada and the United States ; XCVIII. National Morality ; CI. Scene from "King John."

The following selections from the Fourth Reader for Memorization :

XIII. The Bells of Shandon ; XXXI. To Mary in Heaven ; XL. Ring out, Wild Bells ; XLII. Lady Clare ; XLVI. Lead, Kindly Light ; LXVI. Before Sedan ; LXXIII. The Three Fishers ; CIII. To a Skylark ; CV. Elegy, Written in a Country Churchyard.

7. The following selections from the Fourth reader of the Canadian Catholic Series may be substituted for the preceding:—

VIII. Hunting the Deer; XVII. My Playmate; XX. The Exile of Erin; XXIII. The Destruction of Sennacherib ; XXXI. The Death of Paul Dombey; XXXIII. Dickens in Camp; XXXVI, An April Day; XLI. Yarrow Visited ; LIX. Ye Mariners of England; LX. Wolfe at Quebec; LXIV. The Water Fowl; LXV. The Journey to Bethlehem; LXVII. Macarius the Monk ; LXXIII. Our New Neighbors; LXXIX. Alec Yeaton's Son; LXXXV. A Psalm of Life; XCI. May-Day ; XCVI. The Virgin.

For memorization:—

VI. Lead, Kindly Light; XVIII. Abou Ben Adhem and the Angel; XXVII. Under the Violets; XLVII. Love of Country; XCIII. God the Comforter; CI. Inscription for a Spring; CX. Our Lady in Italy; CXV. The Bells of Shandon; CXVIII. Elegy, Written in a Country Churchyard.

Duties of Inspector.

8. The Inspector shall notify the Department not later than the 3rd day of May in each year, of the number of persons desiring to be examined at any High School or other authorized place within his jurisdiction.

9. In any city or town forming a separate inspectoral division, the Inspector or Inspectors of such city or town shall preside at the examinations, and in conjunction with the Board of Examiners for such city or town, shall read the papers and report to the Department.

10. In counties in which more High Schools than one are situated, the Inspector for the county shall elect at which High School he will preside, and shall notify the Department of the choice he makes, and in each of the other High Schools the Principal of the High School shall preside.

11. In the case of examinations affiliated with a High School, the Inspector, within whose district such affiliated examinations are held, shall appoint presiding examiners, who shall be teachers in actual service, notice of which shall be sent to the Education Department ; and such Inspector, together with the examiners of the High School with which the examination is affiliated, shall be the Board of Examiners in all such cases.

12. Where, from the number of candidates, or any other cause, additional presiding examiners are required, the Inspector shall make such appointments as are necessary, preference being given to the other members of the Board of Examiners. The Inspector shall not appoint as presiding examiner any teacher who has taken part in the instruction of any of the candidates in the room where he presides, or who is not in actual service.

13. Where more examinations than one are held in an inspectoral division, the papers will be sent by the Education Department to the Inspector or the presiding examiner, as the case may be.

14. The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time appointed in the time-table for the examination in such subject.

Duties of Presiding Examiners.

15. To be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and to see that the candidates are supplied with the necessary stationery, and seated so far apart as to afford reasonable security against copying.

16. To open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and to place one paper on each candidate's desk.

17. To exercise proper vigilance over the candidates to prevent copying and to allow no candidate to communicate with another, nor permit any person except a co-examiner, to enter the room during examination.

18. To see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

19. To submit the answers of the candidates to the examiners, according to the instructions from the Board.

Duties of Candidates.

20. Every candidate should be in attendance at least fifteen minutes before the time at which the examination is to begin, and shall occupy the seat allotted by the presiding examiner. Any candidate desiring to move from his allotted place or to leave the room, shall first obtain permission from the presiding examiner to do so. Any candidate leaving shall not return during the examination of the subject then in hand.

21. Every candidate shall write his answers on one side only of the paper, and shall number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. No paper shall be returned to a candidate after being placed in the hands of the presiding examiner

22. Any candidate who is found copying from another or allowing another to copy from him or who brings into the examination room any book, note, or paper having any reference to the subject, on which he is writing, shall be required by the presiding examiner to leave the room and his paper and the papers of all the guilty parties shall be cancelled.

Duties of Examiners.

23. The papers of the different candidates shall be so distributed that the same examiner shall read and value the answers in the same subject throughout.

24. Marks are to be deducted for mis-spelt words and for want of neatness as indicated in regulation 25, and on the question papers.

25. Each examiner shall mark distinctly, in the left hand margin, the value as assigned by him to each answer or partial answer, shall sum up the total on each page at the foot of the margin, and shall place the general total on the back of the outside sheet, indicating the deductions for mis-spelt words, and the deductions for want of neatness thus *e. g.* History, 60—5sp—3n=52, and initialing each set of papers examined.

26—(*a*) The reports of the examiners are to be sent (*by mail*) to the Education Department, on or before the 20th day of July, by the Public School Inspector.

(*b*) The bag which contains the question papers is to be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(*c*) The answer papers of candidates, unless when specially requested, are not to be forwarded to the Department, but are to be retained by the Inspector until October 1st, *after which no case is to be re-considered.*

(*d*) The Inspector shall issue a certificate to each candidate who passes the High School Entrance examination.

(*e*) The names of all candidates admitted by the Board of Examiners may be published immediately after (*but not before*) the reports have been transmitted to the Education Department.

TIME TABLE.

High School Entrance.

First Day.

A. M. 8.45 ..... Reading Regulations.
9.00—11.00 ..... English Grammar.
11.10—12 40 ..... Geography.
P. M. 2.00— 4 00 ..... Composition.
4.10— 4 40 ..... Dictation.

Second Day.

A. M. 9.00—11.00 ..... Arithmetic.
11.10—12.20 ..... Drawing.
P. M. 1.30— 3.00 ..... History.

Third Day.

A. M. 9 00—11 00 ..... English Literature.
11.00—11.40 ..... Writing.
P. M. 1.30— 3 00 ..... Physiology and Temperance.

☞Reading may be taken on the above days at such hours as may suit the convenience of the examiners.

MEMORANDA.

The Public School Leaving examination, which will correspond to the examination for Part I of Junior Leaving Standing, will begin Tuesday, the 2nd day of July, 1901, at 8.45 a.m. All candidates for this examination must, as provided by * Regulation 28, make application on forms to be obtained any time in April from the Public School Inspector. The application forms, duly filled up, must be returned to the Inspector not later than the 24th day of May. The answer papers of candidates will be examined as provided by Regulations 82 and 83. Candidates who fail at this examination may, under provisions of Regulation 29, be awarded High School Entrance certificates. The following are the amended Regulations regarding the examination :

Public School Leaving Examination.

The Public School Leaving examination will hereafter be identical with the examination prescribed for Part I of Junior Leaving Standing. Public School Leaving Certificates will be issued by the Public School Inspector to all pupils of Public Schools in his inspectorate who pass the examination of Part I of Junior Leaving Standing. The present holders of Public School Leaving certificates will be entitled to certificates of having passed the examination of Part I, Junior Leaving Standing, by passing the examinations in Arithmetic, and Mensuration, Grammar and History, the prescribed percentage on the total of these subjects being also exacted.

Part I, Junior Leaving Standing.

The subjects prescribed for Part I of Junior Leaving Standing are the following: Reading, Drawing, Geography, Botany (or Agriculture), Writing with Book-keeping and Commercial Transactions, English Grammar, English Literature, Arithmetic and Mensuration, English Composition and History. The course in Agriculture will include what is taken up in the authorized text book as far as page 73. The course in the other

*A copy of the High and Public Schools Acts, including the Regulations, was sent in 1896 to each High, Public and Separate School Board; to each Principal of a Collegiate Institute or High School; to each Principal of a County Model School, and to each Public School Inspector. As only a limited supply of the Regulations can be furnished, reference should be made to copies already sent as above mentioned.

subjects will be based as heretofore upon the work prescribed in the Regulations for Forms I and II, subject to requirements for examinations hereinafter mentioned. No examination will be held in Reading, English Literature, Drawing, Book-keeping, Botany, or Agriculture, but no name of a student who has not given due attention to these subjects is to be included in the confidential report of the Principal.

No grant to a High School or to a Continuation Class will be paid until the Principal and Chairman of the School Board report that each obligatory subject of the course whether prescribed for examination or not, has, in their judgment, received due attention on the part of the pupils while attending the school.

It is expected that throughout the course, until pupils have completed what is required for Part I of Junior Leaving Standing, at least two half-hour periods per week shall be given regularly to Reading, and an equal time to English Literature. Regarding Drawing, Book-keeping, Botany or Agriculture, at least two half-hour periods per week for each of these subjects are to be given regularly to pupils enrolled in Form I of the High School or Form V of the Public School; that is practically during the first year of the course in preparation for Part I of Junior Leaving Standing.

Examination Requirements.

(*Part I, Junior Leaving Standing.*)

Geography.

The building up of the earth; its land surface; the ocean; comparison of continents as to physical features, natural products and inhabitants; relation of physical conditions to animal and vegetable products; and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth; lines drawn on the map, with reasons for their position; relation of the positions of the earth with respect to the sun, light and temperature; the air; its movements; causes effecting climate. Natural and manufactured products of the countries of the world, with their exports and imports; transcontinental commercial highways and their relation to centres of population; internal commercial highways of Canada and the chief internal commercial highways of the United States; commercial relations of GreatBritain and her colonies. Forms of governments in the countries of the world and their relation to civilization. One examination paper.

Arithmetic and Mensuration.

Proofs of elementary rules in Arithmetic; fractions (theory and proofs); commercial Arithmetic; mental Arithmetic; Mensuration of rectilinear figures. One examination paper. (The questions will call for accuracy and will have special reference to the requirements of ordinary life.)

English Grammar.

Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence and paragraph; exercise chiefly on passages from authors not prescribed. One examination paper. (The questions will call for such an elementary knowledge of the subject as will be of special value in the ordinary use of the language.)

English Composition.

For examination purposes an essay of about two pages of foolscap on one of the themes prescribed by the examiners will be required. The penmanship, spelling, punctuation, construction of sentences, the logical arrangement of the thought, the literary accuracy and aptness of the language and the general plan or scope of the whole essay will be especially considered by the examiners. One examination paper.

History of Great Britain and Canada.

Great Britain and Canada from 1763 to 1885, with the outlines of the preceding periods of British History.

The Geopraphy relating to the History prescribed. One examination paper.

The following modifications are also made in the Revised Regulations, which came into force in October, 1896 :—

*Public School Course of Study.

The Public School course of study is amended so as to include Agriculture among the obligatory subjects in all rural schools for Forms IV and V; for the latter form the text-books are to be used by the pupils, but for the former the instruction is to be by conversation only. Agriculture will remain optional for all Public Schools in urban municipalities. Needlework, Domestic Economy, and Manual Training may be taken up in urban schools with the approval of the trustees. In Poetical Literature the course for Form V will embrace such selections from the High School Reader as are recommended by the teacher. No special selections are prescribed by the Department. Where the trustees have provided books for Supplementary Reading, such works as are recommended by the teacher, under the direction of the Inspector, may also be read.

Continuation Classes.

Under the provisions of the Amendment of 1899 to the Public Schools Act, the course of study (Regulation 20) for the Continuation Classes is extended to include the subjects prescribed for Form II of the High School course. More advanced work of the High School may be taken up if requested by the trustees and approved by the Public School Inspector In class (*a*) the Principal must give regular instructions only to pupils in Form V or to those doing higher work. In the other classes, the teachers must have such qualifications as are approved by the Public School Inspector.

Hereafter (Regulation 21) there will be four grades of Continuation Classes, viz : (*a*) Schools in which the Principal holds a First Class Certificate (unless occupying the position since April, 1899), and gives regular instruction only to pupils of Form V, or to those doing higher work. (*b*) Schools in which there are at least two teachers, and a class in regular attendance of at least ten pupils who have passed the High School Entrance examination. (*c*) Schools in which there are at least five ; and (*d*) in which there are at least three, who have passed the High School Entrance examination and are in regular attendance.

No grant will be paid for Continuation Classes unless the Inspector (who shall examine the statements signed, as above mentioned, by the Principals and Chairmen of the Boards) reports that the obligatory subjects whether prescribed for examination purposes or not, have received proper attention. The grant will be paid according to the nature and extent of the work done, and not on the results of examinations.† In order that a school may obtain the grant, it will be necessary that the minimum number of pupils be enrolled during each month of the full academic year ending in June.

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*See Schedule A.—Public School Course of Study of the Revised Regulations of 1896. It should be remembered that Algebra and Geometry are obligatory subjects of Form V. The time to be devoted to these subjects as well as to Geography, Arithmetic and Mensuration, English Grammar, English Composition, History of Great Britain and Canada, is left to the discretion of the teacher, who should be guided by the Inspector (Regulation 17). Regarding Reading, English Literature, Drawing, Bookkeeping, Botany or Agriculture, the minimum amount of time, as specified herein for Part I Junior Leaving Standing, must be given.

†It should be understood that no pupil, unless he intends to become a teacher, is required to write at the examination for Part I Junior Leaving Standing (Public School Leaving). No grant will hereafter be paid to a school on account of the success of the pupils at the Public School Leaving examination, and a school entitled to rank in one of the grades for Continuation Classes, will receive its share of the appropriation for such classes, even if no pupils from the school should become candidates at any examination. Forms of reports for Continuation Classes may be obtained from the Inspector in April. These should be duly filled up and returned to the Inspector the 1st of July. The Legislative Grant for a Continuation Class will depend upon the number of the different grades in the Province, and cannot be determined until the County Inspectors make their reports for Continuation Classes to the Education Department. The report of the Inspectors will be due at the Department July the 10th, and if promptness is observed by teachers in making the necessary returns to the Inspector, the grants for Continuation Classes may be paid in August. It should be recollected that the success of pupils at the High School Entrance examination in June will in no way effect the question of whether or not a school is entitled to be placed in any of the grades for the academic year ending the same month.

High School Entrance Examinations Literature Lessons—1902, 1903, 1904

After 1901 the following provisions are to be observed respecting the High School Entrance examination in Literature :—

1. Exclusive of the quotation question, each paper will consist of two parts ; (a) one containing questions on a passage from the prescribed selections ; and (b) the other, questions on one or more passages from the rest of the reader ; and

2. The max. number of marks for (a) will be 25, and for the quotation question, 10 ; the other marks being assigned to the questions in the rest of the paper.

Literature Selections.

Fourth Ontario Reader.

1902.—XV. Clouds, Rains and Rivers ; XIX. The Death of the Flowers ; XXXIII. The Skylark ; XXXIX. A Psalm of Life ; L. The Prairies ; LI. The Heroes of The Long Sault ; LIII. Scene from "Ivanhoe" ; LXXI. The Heritage ; LXXIV. Song of the River ; LXXVI. Landing of the Pilgrims ; LXXIX. The Capture of Quebec ; LXXXII. The Ocean ; LXXXV. Marmion and Douglas ; XC. Mercy.

1903.—X. The Barefoot Boy ; XVIII and XX. The Vision of Mirza ; XXIV. The Face against the Pane ; XXXVII. The Bell of Atri ; XXXVIII. The Discovery of America ; XL. Ring Out, Wild Bells ; XLIII. The Gulf Stream ; LXI. She was a Phantom of Delight ; LXIV. Ye Mariners of England ; LXXXVII. The Song of the Shirt ; LXXXIX. After Death in Arabia ; XCV. A Forced Recruit at Solferino ; XCVIII. National Morality.

1904.—VIII. The Battle of Hastings ; XXIII. On His Own Blindness ; XXVI. From "The Deserted Village" ; XXXIV. Death of Little Nell ; LXII. Lady Clare ; LIX. Yarrow Unvisited ; LX. To a Skylark ; LXIX. The Changeling ; LXXVIII. Riding Together ; LXXX. Waterloo ; LXXXIV and LXXXVI. King Richard and the Nubian ; XCII. Edinburgh after Flodden.

Selections for Memorization.

1902.—II. I'll Find a Way or Make It ; XI. The Evening Cloud ; XXI. Oft, in the Stilly Night ; XXXI. To Mary in Heaven ; XLVII. Rock of Ages ; LXVI. Before Sedan ; XCIV. The Ride from Ghent to Aix ; CV. Elegy, Written in a Country Churchyard.

1903.—V. Pictures of Memory ; XIII. The Bells of Shandon ; XXII. 'Tis the Last Rose of Summer ; "Breathes there a man with soul, etc." (page 79) ; XXXII. Flow Gently, Sweet Afton ; LII. Jacqus Cartier ; LXXIII. The Three Fishers ; CV. Elegy, Written in a Country Churchyard.

1904.—VII. Boadicea ; XIV. Lament of the Irish Emigrant ; XXIX. For A'That and A'That ; XLVI. Lead, Kindly Light ; LIV. Lochinvar ; LXXXIII. The Influence of Beauty ; Sonnet—Night (page 302) ; CV. Elegy, Written in a Country Churchyard.

Literature Selections

Canadian Catholic Fourth Reader.

1902.—VI. Lead, Kindly Light ; IX. The Barefoot Boy ; XXV. Going A-Maying ; XXXIII. Dickens in Camp ; XXXVIII. Song of the Camp ; XLIII. Free-Will and Habit ; LXVIII. The Reaper ; LXIX. Voyage of Colombus ; LXXII. King Robert of Sicily ; LXXXV. The Psalm of Life ; XCIV. The Combat ; XCV. Joan of Arc : C. The Chariot Race ; CVIII. The Church of God.

1903.—XIII. The Deserted Village ; XXI. Excelsior ; XXIX. In the Great Fur-Land ; XLI. Yarrow Visited ; LIV. The Ballad of Baby Bell ; LIX. Ye Mariners of

England; LX. Wolfe at Quebec; LXIII. My Garden Acquaintance; LXVII. Macarius, the Monk; LXXVII. Lines on My Mother's Picture: XCVI. The Virgin; CIII. Conversion of England; CXIV. A Bell's Biography; CXVI. Veni Creator.

1904—XX. The Exile of Erin; XXIII. The Destruction of Sennacherib; XLVI. The Chase; LVI. The Heritage; LVII. Paradise and the Peri; LXV. The Journey to Bethlehem: LXXI. The Air and Water; LXXIII. Our New Neighbors; LXXXI. The Angelus; LXXXVI. Discovery of Lake Champlain; CIV. On His Blindness; CV. The Crusader and the Saracen; CVI. A Day in June; CXII. Ode to Autumn; CXIX. The Greatness of God.

SELECTIONS FOR MEMORIZATION.

1902.—XII. Give Freely; XVIII. Abou Ben Adhem and the Angel; XXXIX. In Memory of My Brother; XLVII. Love of Country; LXIV. The Waterfowl; LXXXI. The Angelus; CII. To the Night: CXVIII. Elegy Written in a Country Churchyard.

1903.—I. The Maple; III. The Four-leaved Shamrock; VII. The Daffodils; XXVIII. The Fig Merchant; XLII. Home Thoughts from Abroad; XCIII. God, the Comforter; CX. Our Lady in Italy; CXVIII. Elegy Written in a Country Churchyard.

1904.—VI. Lead, Kindly Light; X. Flow Gently, Sweet Afton; XXXV. Step by Step; LI. Song of the River; LIII. As I Came Down from Lebanon; CI. Inscription for a Spring; CXV. The Bells of Shandon; CXVIII. Elegy, Written in a Country Churchyard.

TORONTO, August, 1900.

DEPARTMENTAL REGULATIONS,

APPROVED, AUGUST, 1900.

Text-books authorized for use in Public Schools, High Schools and Training Schools.

1. The text books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced in the Public Schools only by resolution of the Board of Trustees. Books authorized in Forms I. and II. of the High School course may be used by pupils taking the corresponding subjects of Continuation classes.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Forms I., II., and III. Books authorized for use in the Public Schools may be used in Forms I. and II.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College. Only such books shall be used by the teachers-in-training as may be ordered by the Principal.

4. Any text-books used in any school on the 1st July, 1900, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such school until further notice. The vertical or slanting copy books heretofore authorized, and published by the Rose Publishing Company, may be used in any Public School.

5. For religious instruction, either the Sacred Scriptures, or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

PUBLIC SCHOOLS (SCHEDULE A)

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 20
Third Reader	0 30
Fourth Reader	0 40
High School Reader	0 50
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
Public School Geography	0 75
Public School Grammar	0 25
Public School History of England and Canada	0 30
History of the Dominion of Canada, Clement (for Fifth Form)	0 50
Public School Drawing Course, each number	0 05
Public School Physiology and Temperance	0 25
Public School Copy Book—Casselman	0 07
Practical Speller—Gage	0 25
Public School Bookkeeping (*Black)	0 25
Public School Agriculture	0 30
Public School Domestic Science (optional)	0 50

French—English Readers

First Reader, Part I	$0 10
First Reader, Part II	0 15
Second Reader	0 25
Third Reader	0 35

German—English Readers.

Ahn's First German Book	$0 25
Ahn's Second German Book	0 45
Ahn's Third German Book	0 45
Ahn's Fourth German Book	0 50
Ahn's First German Reader	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B)

English.

High School Reader	$0 50
High School English Grammar	0 75
High School English Composition	0 50
High School Composition from Models	0 75

History and Geography.

High School Geography	$1 00
High School History of England and Canada	0 65
High School History of Greece and Rome	0 75
History of the Dominion of Canada—Clement	0 50

Mathematics.

High School Arithmetic	$0 60
High School Algebra	0 75
Elements of Algebra, McLellan	0 75
High School Euclid (Books I., II., III., 50 cents)	0 75

Classics.

First Latin Book and Reader	$1 00
Primary Latin Book and Reader	1 00
High School Beginner's Greek Book	1 50

**The book of forms, prepared by the same author to accompany this work, is not compulsory but optional only.*

Moderns.

High School French Grammar and Reader	$1 00
High School German Grammar and Reader	1 00

Science.

High School Physical Science, Part I., 50 cents; Part II	$0 75
High School Botany, Part II	0 60
High School Chemistry	0 50

Bookkeeping and Drawing.

High School Bookkeeping	$0 60
High School Drawing Course, each number	0 10

Cadet Drill.

High School Cadet Drill (optional)	$0 40

TRAINING SCHOOLS. (SCHEDULE C.)

County Model Schools.

School Management, Millar	$1 00
Methods in Teaching, Edited by Tilley	1 50
Public School Physiology and Temperance	0 25
Psychology applied to Teaching, Baldwin	1 50
Steps in the Phonic System, Cullen & Niven	0 50
Elementary Phonetics, Burt	0 35
Elementary Treatise on Arithmetic, Taylor	0 50
Mental Arithmetic, McLellan & Ames	0 30
Algebraical Exercises, Barnes	0 30
Introductory Geometry, MacLean	0 50

Normal Schools.

Lectures on Teaching, Fitch	$1 00
School Management, Millar	1 00
Educational Reformers, Quick	1 50
Applied Psychology, McLellan	1 00
First Year at School, Sinclair	0 50
High School Cadet Drill Manual	0 40
Hints on Teaching Arithmetic, McLean	0 50
Public School Domestic Science	0 50

Ontario Normal College.

Applied Psychology, McLellan	$1 00
Education, Spencer	0 50
School Management, Millar	1 00
School Management, Landon	1 50
Educational Reformers, Quick	1 50
High School Cadet Drill Manual	0 40
Physical Culture, Houghton	0 50
Physical Education, McLaren, Part II., sections II. and III	2 00

TEACHERS' READING COURSE FOR 1901. (SCHEDULE D.)

Intellectual and Moral Development of the Child, (Compayré)	$1 50
History of Education, (Seeley)	1 25
Anglo Saxons and Others, (Aline Gorren)	1 50

NOTE.—Candidates for admission to the Normal Schools in August, 1901, and in January, 1902, will be examined on the Books in the Teachers' Reading Course as above.

Toronto, August, 1900.

FRENCH-ENGLISH SCHOOLS.

Hints on Teaching English to Junior French Classes.

1. *Oral Work.*

The teaching of Oral English should begin with the child's first week in school, and the object of making it serviceable and accurate should be kept steadily in view. In the beginning teach wholly through objects, choosing at first those most familiar to the child. The endeavor to teach by translation has never proved satisfactory with children, when a knowledge of the spoken language is aimed at. In the junior classes the answers of individuals, when correct, should be repeated in concert by all, also separately by some pupils, especially the dull or backward. In all language or object lessons lead pupils to use, as freely as possible, all the English they may have learned, to form their own statements, to vary the form of phrases or sentences, to ask questions, etc, encouraging all such attempts, however imperfect they may at first be. With young pupils, correct all mistakes instantly, in a kindly way, and have the proper form repeated, and if necessary drilled upon. The teacher should take special care to endeavor to secure correct pronunciation by setting a good example for imitation, and by giving thorough drill on the difficulties commonly met with, *e.g. th*ree, old man, etc., even exaggerating such sounds if necessary. Above all it should be remembered that much of the success in this teaching will depend upon thorough and frequent drills and reviews. For this purpose the teacher should keep a list of all words, phrases or sentences gone over, especially with the junior class. The order in teaching should be as follows :—

1. Holding an object in plain view of the class, the teacher gives its name plainly and slowly ; then the pupils pronounce its name (*a*) in concert after the teacher, (*b*) together without the teacher's help, (*c*) individually. Other objects are similarly treated, the number depending upon the ability of the class.

2. The teacher pronounces the name and the pupils show or hold up the object.

3. The teacher shows the object and the name is given by the pupils (a) together (b) separately. Do not rest content with class or concert answers ; test every individual pupil very frequently.

4. Not too many objects should be given in each lesson, but the teacher should make sure that every child knows (a) the object when named, (b) the name when the object is given, the latter presenting the greater difficulty. Among the names to be first taken up are—(i) things in the school, (ii) familiar things of the home, (iii) parts of the body, (iv) articles of clothing worn by the children, (v) other common objects, *e.g.* ; 'apple, watch, stone, leaf,' etc. Later, pictures should be used to teach the names of common animals, vegetables, etc., etc. Pupils should learn about 150 words in the first three or four months of school life. Their progress later should be more rapid in proportion.

5. When the pupil has a fair stock of names, teach simple descriptive words, still by means objects, *e.g.* ; a *short* pencil, a *long* stick ; a *small* book, a *large* slate ; a *red* dress. a *black* hat, etc. Related or contrasted terms are more easily taught in the same lesson,

6. *Simple* acts should be performed (a) by the teacher, (b) by the pupils, and described in full statements ; *e.g.* the teacher, doing the act as he describes it, says : "I open the book, I raise the window, I tear the paper, I sit down," etc. Then the class is told to open the book, to raise the window, to tear the paper, to sit down, etc., to show their understanding of the English sentence. A further step is to have them tell, in full (English) statements, what they do. Afterwards the application of these words should be extended by such requests as : "Open the door ; open the window ; open the desk ;" etc. ; "Raise the slate ; raise the chair ;" etc., the pupil describing in English what he is doing.

7. The use of the simple pronouns, 'he, we, hers, they,' etc., should be taught through simple language lessons, *e.g.* : 'his slate ; my book ; he cleans the board ; you hold the box ; they close the door,' etc.

8. In a somewhat similiar way the simple prepositions may be taught, *e.g.* : "The book is *on* the chair ; *under* the desk ; *beside* the slate," etc.—the objects being placed in such positions.

9. When some little advance has been made, the question and the negative forms should be used; also the plural and the possessive forms, the simple past tense and the common auxiliaries. These should not be taught from a book, or by rules, but should come from proper questioning, *e.g.*, "Tell me what he does. (He *writes* on his slate.) What is he doing? (He *is writing*, etc.) What did he do? (He *wrote*, etc.) What has he done? (He *has written*, etc.)"

10. Pupils should learn by heart such lists as the days of the week, the months, the numbers (as their arithmetic progresses); also simple pieces in prose and verse, the meaning of which they understand. They should sing Kindergarten songs, performing the actions, etc.

11. After teaching things as wholes, take up their parts, *e.g.* knife—'handle, blade, spring,' etc.; chair —'back, legs, seat,' etc.

12. The spoken English and French words should be associated throughout the course, the teacher giving the word or sentence in one language, and the pupils in the other. The teacher should use English in communicating with the pupils, so far at least as the progress of the class will admit. All explanations or commands required to be given at first in French should afterwards be repeated in English.

13. These oral lessons should be taken with each class at least twice a day, starting with ten minutes for each lesson, and lengthening the time as the class progresses.

II. Written Work; Reading and Translation.

1. When considerable progress has been made in the oral work, the names of objects, the description of simple actions, etc, should be written on the board, after having been given orally, and the pupils taught to recognize them in that form. Then they should be copied by the pupils and afterwards read to the teacher. Great care should be taken to secure, from the first, large, legible writing as it makes word recognition more easy.

2. These blackboard exercises may be continued for some time before the pupil is required to read from a book. The teacher may use charts, made by himself of big sheets of strong paper, using crayon for writing the words in large hand. The lessons should contain the words and phrases already taught and some new ones, and should not be identical with the lessons in the primer.

3. If the teacher understands the phonic method he should use it after the pupil can recognize readily a fair number of written words.

4. But, even if the teacher is unacquainted with phonics, he may greatly facilitate the learning of a number of words by using the board to show their likeness in form, which will easily suggest their likeness in sound: *e.g.*, from '*book*' it will be easy to teach 'look, took, cook,' etc.; from '*chair*,' 'hair, fair, pair,' etc. Similarly he might point out simple changes in sound dependent upon changes in form, *e.g.*:

pin, pine, — hat, hate, — not, note, — etc.

Also he should thoroughly drill on forms that might be confusing on account of their resemblance, *e.g.*:

from, form, — tool, toil, — though, through, thought, — etc.

These words need not be especially sought out but should be used as the lesson supplies or suggests them.

5. Before beginning reading from the book, take a series of objects or language lessons to make the pupils acquainted with the subjects of at least the earlier lessons. Knowing the written words from the board, and being familiar with the ideas, the pupils should find little difficulty in these first lessons, especially if the blackboard is freely used.

6. It is most important that, before the reading, the teacher should talk about the lesson, explaining, with the pupils' help, the meaning of each particular word or phrase that might present difficulty, putting the new words into other constructions, giving the phrases a different form or using them in more familiar sentences that those in the Reader, paying special attention to idioms, etc., endeavoring in every way to give pupils a clear understanding of the meaning and construction. So far as the advancement of the class will admit of it, all such explanation should be in English. If the meaning has to be

given in French, it would be well to repeat it immediately afterwards in English so that the pupils may grasp it in this language also.

7. Where the Bi-lingual series are used, the French lesson may be taken first, as presenting fewer difficulties.

8. After the reading exercise, the substance of each lesson should be given in the best English the pupil can command. It should be in a connected form, with but few questions from the teacher. Pupils may be encouraged to suggest other words or phrases that would be more suitable than those first given, or the teacher may supply them; such corrections should be employed in several different sentences till the pupils know their use.

9. To the third form inclusive, the pupils should copy every English lesson, and the teacher should test their knowledge of such written work.

10. The teacher should write on the board lists of English words or phrases, previously taught, followed by their French equivalents in parallel columns, to be copied and learned by heart. As a test, the English or the French column may be erased, to be supplied by the pupils on their slates or exercise books.

11. There should be English dictation every day, at first of such words as were written on the board and learned by the class. The teacher should write the hard words on the board, directing particular attention to the difficulties each presents, (silent letters, etc.) and have them copied on slates by the class. Then erase them from the board and slates and give in dictation. Afterwards phrases or sentences containing these words may be dictated.

12. All errors in such exercises should be written several times in the correct form, and a list of those words most commonly missed, should be kept in review form.

13. Each day the class should learn by heart a portion of the reading lesson, or of certain chosen lessons, or of other selections written on the board. The meaning of each should be made clear to the pupils before being committed to memory.

14. As the class advances teach the written English forms of the plural, the possessive, the masculine and feminine, the past tense, etc.

15. Sentences that the pupils have given in English describing actions, pictures, etc., should be written on the board and, with the help of the class, the translation, of each word put underneath it. In such sentences the order of the words should at first be the same in the two languages. Erase the sentences from the board, dictate the French, and have pupils write on their slates the corresponding English from memory. Sentences wherein the order of the words differs in the two languages, should come only after the pupil has had considerable practice.

16. With each reading lesson, whether French or English, there should be considerable oral translation, at first of the easier words and phrases, but gradually increasing in difficulty as the pupil advances, until the whole lesson can be so rendered. In such exercises from the Bi-lingual series, either one side of the open book should be covered, or else the book be closed. If they convey the right meaning, the pupils' own expressions should be preferred to those of the book. Frequently the teacher should give for translation sentences changed somewhat from those in the lesson though consisting for the most part of the same words, especially for the junior classes.

17. For the young pupils the translation should be as literal as possible so that they will have some *definite* meaning for each word. After considerable practice they may be taught to give a variety of expressions or forms, while preserving the meaning; and the English idoms may be introduced *gradually*.

18. Translation should not be confined to the reading lessons, but should include arithmetic, geography, history and all school studies.

19. The reproduction of interesting stories will be of great service. If the teacher reads the story in French let the class relate the substance of it in English; if given in English let the pupils tell it in French first and afterwards in English. This reproduction should be oral at first so that all mistakes may be corrected; afterwards it should be written if the pupil is able.

20. The use of a dictionary for assisting in translation should be explained in the senior second form, or earlier if the pupils can profit by it. They require instruction how to choose the proper word and how to tell the pronunciation. Each school should have a standard English dictionary, (the Concise Imperial is good,) and a large French-English

dictionary, as the smaller books commonly used by the pupils are not always reliable or sufficiently complete.

21. Regular written translation should begin at latest in the junior second form and should receive very careful attention in all classes. The first exercises should be short and simple. They may be taken from the Reader or may be suitable selections from other books. In the latter case they should be written on the board or dictated to the class. Especially in the early lessons it is very advisable to make free use of the board to shew the correct form and to simplify all difficulties. Every written exercise should be carefully examined, and be written again if many mistakes are found. There should be at least two such exercises in written translation each day.

Where the Bi-lingual series are used the teacher should supply himself with other material suitable for translation.

Text Books for French-English Schools.

English.

Public School Arithmetic. Forms III to V.....25c.
Public School Geography. Forms III senr. to V.....75c.
Public School Grammar. Forms IV-V.....25c.
Public School History. Forms IV-V.....30c.
French-English Readers. (For Public Schools.)
Canadian Catholic Readers. (For Separate Schools.)

French.

Grammaire Ire Année. Larousse. Forms III to V.....35c.
French-English Readers. (For Public Schools.)
Montpelit Readers. (For Separate Schools.)

Toronto, August, 1900.

BI-LINGUAL SCHOOLS.

Circular to Public and Separate School Inspectors.

Gentlemen,—You will kindly bring to the attention of the teachers in your Inspectorates, the special needs of the French Bi-Lingual Schools.

For several years efforts have been made by the Education Department to improve the condition of the schools in parts of the Province where French is the language generally spoken by the members of the community. It is well known that there was a strong desire manifested by parents whose native language is French, to give their children a fair knowledge of the English language, which is yearly becoming more important from a commercial and national point of view. The establishment, some years ago of an English French Training School at Plantagenet, did much towards improving the condition of the schools in the eastern part of Ontario. Advancement, has not, however, been as rapid as would be desirable, owing to the difficulty of securing teachers who have the necessary knowledge of both the English and French languages. It is evident the pupils of the schools will receive better training if higher academic and professional attainments are required of the teachers.

Qualifications of Teachers.

Thus far it has been found necessary to combine the academic and professional training of the teachers, but the time has now come when it is desirable to separate these two parts of a teacher's qualifications, as has long been the case in the training of English speaking teachers. With this object in view, persons seeking to qualify for teachers of Bi-Lingual Schools, on and after September, 1900, will confine their attention during the academic year, ending in June, to the non-professional requirements which may be



Decoration on "Empire Day" at No. 6, Township of Barton.



Public School No. 15, Township of Drummond.

taken at Plantagenet, or elsewhere. The examination will be on the same papers (the standard to be hereafter determined) as those prescribed for the Public School Leaving (Part I., Junior Leaving) examination together with question papers in French Grammar and French Composition. The candidates who pass this examination will be required to undertake subsequently, from September to December, a course of professional training, somewhat on the same lines as that now exacted of candidates for Provincial Third Class Certificates. This course is to be taken in Ottawa and arrangements made by which the candidates may have some of the advantages of the Normal School. It is also intended to have certificates obtained in this way, valid for any school in the Province where the Inspector may certify that a French Bi-Lingual teacher is required. The duration of such certificates will be three years, renewals under certain conditions to be granted on the recommendation of the Inspector. It is to be understood that these provisions will not affect the rights of teachers who have already obtained certificates under the present regulations.

Methods of Teaching.

Teachers of French Bi-Lingual Schools should make it a special duty to render the pupils acquainted with the English language, and in ungraded schools should, therefore, devote about two hours daily to the teaching of English—reading, spelling, composition, oral English, &c. In graded schools each teacher should give, at least one hour daily—the time to be increased at the request of the Inspector. The regulation requiring that so far as possible, all communication between pupil and teacher shall be in English, must be carefully observed. There should be little teaching of English from books until the pupils have gained a fair knowledge of oral English. To this end the teachers should follow the instructions in the circular prepared by the Education Department on the teaching of English.

Toronto, August 1st, 1900.

CIRCULAR FOR LIBRARIANS ON CLASSIFICATION OF BOOKS IN PUBLIC LIBRARIES.

In 1895 a departmental Catalogue was published to assist Librarians in the classification of Books in Public Libraries. As explained in the preface it was not considered advisable to change the principal headings, or subjects, which have been in use in Mechanics' Institutes for over 25 years, viz.,—History; Biography; Voyages; Adventure and Travel; Science and Art; General Literature; Poetry and the Drama, Religious Literature; Fiction; Miscellaneous Books; Reference Books.

Under these headings, or subjects, all Libraries receiving a share of the Legislative Grant are required to send Annual Reports of Books purchased, loaned, etc., to the Education Department.

In order to guide Librarians the following synopsis of classification, with principal and sub-headings from the departmental Catalogue (out of print) is now issued, with the request that Librarians of all Public Libraries receiving Government aid will conform to the regulations of this Department, so that we may have an uniform classification.

HISTORY.

I. Ancient History.

1. History of Egypt, Persia, etc., (including Historical Romances) Archaeology and Mythology.
2. History of Rome (including Historical Romances).
3. History of Greece (including Historical Romances).

II. Mediæval History.

History of the Crusades, (including Historical Romances).

III. Modern History.

A. Europe.

1. History of the World, Europe, etc., (including Historical Romances).
2. History of Great Britain and Ireland (including Historical Romances).
3. History of France (including Historical Romances).
4. History of Germany, Austria and Hungary, (including Historical Romances).
5. History of Holland, Denmark, Sweden and Norway, (including Historical Romances).
6. History of Italy, Switzerland, etc., (including Historical Romances).
7. History of Spain, Portugal, etc., (including Historical Romances).
8. History of Russia, Poland and Turkey, (including Historical Romances).

B. Asia.

1. History of China, Japan, and Sandwich Islands.
2. History of India, (including Historical Romances).
3. Miscellaneous Asiatic History, (including Historical Romances).

C. Africa.

History of Africa, (including Historical Romances).

D. America.

1. History of North and South America, (including Historical Romances).
2. History of British North America, New France, etc., (including Historical Romances).

E. Australia.

History of Australia, New Zealand, etc., (including Historical Romances)

IV. Miscellaneous Historical Books.

1. Great Battles, Sieges, etc., (Ancient and Modern).
2. Historical Tales.

BIOGRAPHY.

I. Individual Biographies.

1. English, Scottish, and Irish.
2. English, Scottish, and Irish, (published in series).
3. French, German, Italian, Spanish, etc.
4. French, German, etc., (published in series).
5. American, (Canada and the United States).
6. American, (published in series).
7. Miscellaneous Individual Biography, (published in series).

II. Collective Biography.

1. Classical.
2. Historical Characters.
3. Literary and Scientific Men and Women.
4. Artists and Musicians.
5. Celebrated Men, Women and Children.

VOYAGES, ADVENTURE AND TRAVEL.

I. Voyages around the World.

Travel and Adventure round the World.

II. Europe.

1. Travel and Adventure in Europe, (various countries).
2. Travel and Adventure in England, Scotland, and Ireland.
3. Travel and Adventure in France, Germany, Spain, etc.
4. Travel and Adventure in Italy, Greece, Russia, etc.

III. Asia.

1. Travel and Adventure in Egypt, Palestine, etc.
2. Travel and Adventure in China, India, Japan, etc.

IV. Africa.

Travel and Adventure in Africa, Madagascar, etc.

V. America.

Travel and Adventure in North and South America.

VI. Travel and Adventure in the Arctic Region, Whale Fishing, etc.

VII. Travel and Adventure in Australia, New Zealand, Pacific Ocean, etc.

VIII. The Ocean, Sea and Sailors.

IX. Miscellaneous Travel and Adventure (including Tales for Young People).

SCIENCE AND ART.

I. Natural Science.

(a) Anthropology, Ethnography, Ethnology, Biology, etc.
(b) Zoology—Mammalia, Birds, Reptiles, Fishes, etc.
(c) Entomology.
(d) Botany.
(e) Geology and Mineralogy.
(f) Natural Phenomena, Meteorology, etc.
(g) Astronomy.
(h) Chemistry.
(i) Physics—Mechanics, Heat, Light, Sound, etc.

II. Useful Arts.

A. Agriculture.

1. The Farm, Forests, Manures, etc.
2. Gardening, Fruit, Vegetables, etc.
3. Horses—Breeding, Training, Riding, etc.
4. Cattle, Sheep and Pigs.
5. The Dairy, Poultry, Pigeons and Bees.
6. Dogs, Rabbits and Domestic Pets.

(b) Electric Arts, Steam, etc.
(c) Microscope, Telescope, Phonography, etc.
(d) Architecture and Engineering.
(e) Carpentry, Painting and other Trades.
(f) Miscellaneous Science and Manufactures for Young People and Amateurs.
(g) General Science, Discoveries, Inventions, etc.

III. Fine Arts.

1. Drawing, Painting, Sculpture, Engraving, Heraldry, etc.
2. Music.

IV. Domestic Arts.

1. Physiology, Medicine, Hygiene, etc.
2. Home Life, Domestic Science, Sanitation, etc.
3. Amusements, Sports and Pastimes and Physical Culture.

V. English Language, Art of Teaching, etc.

1. English Language.
2. Art of Teaching.
3. International Education Series.
4. Education in Europe, America, etc.
9. Universities, etc.

GENERAL LITERATURE.

1. Ancient Literature.
2. English, Irish and Scottish Literature.
3. American Literature.
4. European and Foreign Literature.
5. Authors and Authorship.
6. Law and Constitutional History.
7. Political Economy and Sociology.
8. Mental, Moral and Political Science.
9. Moral Tales, Essays, Romances, etc.
10. Temperance Literature.
11. Juvenile Literature.

POETRY AND THE DRAMA.

1. English, Irish and Scottish Poets.
2. American Poetry—Canada and the United States.
3. Miscellaneous Poetry—Ancient and Modern.

RELIGIOUS LITERATURE.

1. Biblical History and Bible Lands—History of the Jews, etc.
2. Early Church History and Progress of Christianity.
3. Modern Church History.
4. The Reformation, Martyrs, etc.
5. Missionaries and Missions.
6. Religious Biography, Great Preachers, etc.
7. Natural Theology and Christian Ethics.
8. Religious Tales and Stories.
9. Non-Christian Religious Systems.

FICTION.

European and American Novels.

MISCELLANEOUS BOOKS.

1. Anecdotes and Short Stories.
2. Detective Stories.
3. Fairy Tales, Fables, etc.

REFERENCE BOOKS.

1. Dictionaries and Encyclopedias—Biblical, Classical, Biographical, English, etc.
2. Science and Art, Manufactures, etc.

Toronto, September, 1900.

CIRCULAR TO PUBLIC LIBRARIES.

The following changes in the management of Public Libraries are authorized by the Act and Regulations of 1899.

1. Termination of Business Year.

The business year of the Public Libraries will in future close on 31st December, instead of 30th of April as formerly. Invoices not paid before the 1st day of January, will not be allowed for until the following year.

2. Annual Reports, etc.

Annual Reports with invoices and vouchers showing payment for Books, Magazines, and Newspapers, shall be sent to this Department not later than the 1st of February.

3. Annual Meeting.

Annual Meetings shall be held on the Second Monday in January in each year.

Suggestions for Discontinuation of Reading Rooms in Rural Districts.

This Department having been informed that Newspapers are very seldom read in some of the Reading Rooms, and that many Boards of Management have difficulty in paying expenses of Reading Rooms, purposes that after 31st of December, 1899, Libraries without Reading Rooms, may purchase Magazines, subject to the approval of the Department, payable out of the Legislative Grant for Libraries.

As Magazines contain the current literature of the day, it is recommended that they be circulated the same as books, and at the end of each year bound in volumes; one-half the cost of binding will be allowed out of the grant for the purchase of books.

DEPARTMENTAL REGULATIONS.

In rural districts where Library Boards cannot conform to the departmental regulation requiring Libraries to be open three times a week, on request of Boards of Management, the Minister will consent that such Libraries may be open either once or twice a week only, on the following conditions:

1. In Libraries open once a week only, the Legislative Grant shall not exceed $100.00
2. In Libraries open twice a week only, the Legislative Grant shall not exceed $150.00

Toronto, November, 1899.

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1900.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1899, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

Under the provisions of Section 12 of "An Act to improve the Laws respecting Public Schools," passed at the 1899 session of the Legislature, the Education Department is empowered "to appropriate out of moneys voted by the Legislature for Public and Separate Schools, a sum not exceeding $5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting, and the care of the premises generally have been complied with."

Each County Inspector is therefore authorized to deduct from the apportionment of each township such an amount as will provide the sum of $5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

TORONTO, May, 1900.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1899.

1. COUNTY OF BRANT.

Municipalities.	*Apportionment.*
Brantford	$626 00
Burford	530 00
Dumfries, South	326 00
Oakland	90 00
Onondaga	143 00
Total	$1,715 00

2. COUNTY OF BRUCE.

Albemarle	$179 00
Amabel	329 00
Arran	302 00
Brant	474 00
Bruce	374 00
Carrick	343 00
Culross	259 00
Eastnor	200 00
Elderslie	286 00
Greenock	274 00
Huron	390 00
Kincardine	480 00
Kinloss	293 00
Lindsay and St. Edmunds	88 00
Saugeen	179 00
Total	$4,450 00

3. COUNTY OF CARLETON.

Fitzroy	$318 00
Gloucester	495 00
Goulbourn	315 00
Gower, North	272 00
Huntley	275 00
March	98 00

8. COUNTY OF CARLETON.—*Con.*

Municipalities.	*Apportionment.*
Marlborough	195 00
Nepean	464 00
Osgoode	526 00
Torbolton	115 00
Total	$3,073 00

4. COUNTY OF DUFFERIN.

Amaranth	$317 00
Garafraxa, East	252 00
Luther, East	227 00
Melancthon	449 00
Mono	380 00
Mulmur	368 00
Total	$1,993 00

5. COUNTY OF ELGIN.

Aldborough	$526 00
Bayham	430 00
Dorchester, South	186 00
Dunwich	393 00
Malahide	451 00
Southwold	463 00
Yarmouth	605 00
Total	$3,054 00

6. COUNTY OF ESSEX.

Anderdon	$160 00
Colchester, North	155 00
" South	334 00
Gosfield, North	240 00

Public School Apportionment to Counties

6. COUNTY OF ESSEX.—*Con.*

Municipalities.	*Apportionment.*
Gosfield, South	293 00
Maidstone	297 00
Malden	116 00
Mersea	468 00
Pelee Island	76 00
Rochester	285 00
Sandwich, East	208 00
" West	282 00
" South	210 00
Tilbury, North	309 00
" West	266 00
Total	$3,699 00

7. COUNTY OF FRONTENAC.

Barrie	$67 00
Bedford	180 00
Clarendon and Miller	48 00
Hinchinbrooke	168 00
Howe Island	
Kennebec	155 00
Kingston	284 00
Loughborough	170 00
Olden	112 00
Oso	125 00
Palmerston and Canonto	130 00
Pittsburg	260 00
Portland	254 00
Storrington	231 00
Wolfe Island	136 00
Total	$2,320 00

8. COUNTY OF GREY.

Artemesia	$418 00
Bentinck	413 00
Collingwood	447 00
Derby	243 00
Egremont	400 00
Euphrasia	389 00
Glenelg	288 00
Holland	416 00
Keppel	417 00
Normanby	517 00
Osprey	405 00
Proton	348 00
Sarawak	167 00
St. Vincent	352 00
Sullivan	441 00
Sydenham	414 00
Total	$6,075 00

9. COUNTY OF HALDIMAND.

Canborough	$122 00
Cayuga, North	198 00
" South	101 00
Dunn	111 00
Moulton	216 00
Oneida	188 00
Rainham	203 00
Seneca	244 00
Sherbrooke	50 00
Walpole	385 00
Total	$1,818 00

10. COUNTY OF HALIBURTON.

Municipalities.	*Apportionment.*
Anson and Hindon	$33 00
Cardiff	71 00
Dudley, Dysart, Harcourt, Harburn, Guilford	123 00
Glamorgan	64 00
Livingstone	5 00
Lutterworth	55 00
McClintock	7 00
Minden	150 00
Monmouth	64 00
Nightingale	1 00
Sherbourne	17 00
Snowdon	98 00
Stanhope	50 00
Total	$738 00

11. COUNTY OF HALTON.

Esquesing	$460 00
Nassagaweya	294 00
Nelson	347 00
Trafalgar	466 00
Total	$1,567 00

12. COUNTY OF HASTINGS.

Carlow	$77 00
Dungannon	90 00
Elzevir and Grimsthorpe	161 00
Faraday	212 00
Hungerford	406 00
Huntingdon	310 00
McClure, Wicklow and Bangor	111 00
Herschel and Monteagle	218 00
Madoc	325 00
Marmora and Lake	280 00
Mayo	67 00
Rawdon	399 00
Sidney	496 00
Thurlow	577 00
Tudor and Cashel	109 00
Limerick	53 00
Wollaston	90 00
Tyendinaga	386 00
Total	$4,367 00

13. COUNTY OF HURON.

Ashfield	$346 00
Colborne	209 00
Goderich	306 00
Grey	398 00
Hay	381 00
Howick	475 00
Hullet	318 00
McKillop	311 00
Morris	325 00
Stanley	273 00
Stephen	460 00
Tuckersmith	300 00
Turnberry	277 0
Usborne	294 00
Wawanosh, East	233 00
" West	246 00
Total	$5,152 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

14. COUNTY OF KENT.

Municipalities.	*Apportionment.*
Camden	$307 00
Chatham	692 00
Dover	510 00
Harwich	527 00
Howard	434 00
Orford	321 00
Raleigh	476 00
Romney	207 00
Tilbury, East	405 00
Zone	159 00
Total	$4,038 00

15. COUNTY OF LAMBTON.

Bosanquet	$310 00
Brooke	402 00
Dawn	425 00
Enniskillen	623 00
Euphemia	271 00
Moore	586 00
Plympton	418 00
Sarnia	264 00
Sombra	402 00
Warwick	338 00
Total	$4,039 00

16. COUNTY OF LANARK.

Bathurst	$287 00
Beckwith	207 00
Burgess, North	47 00
Dalhousie and Sherbrooke, North	219 00
Darling	88 00
Drummond	228 00
Elmsley, North	130 00
Lanark	212 00
Lavant	64 00
Montague	228 00
Pakenham	260 00
Ramsay	264 00
Sherbrooke, South	108 00
Total	$2,282 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	$343 00
Crosby, North	139 00
" South	206 00
Elizabethtown	373 00
Elmsley, South	105 00
Kitley	237 00
Leeds and Lansdowne, Front	333 00
" " Rear	270 00
Yonge and Escott, Rear	136 00
Yonge, Front and Escott	305 00
Total	$2,447 00

17 (*a*). COUNTY OF GRENVILLE.

Augusta	$437 00
Edwardsburg	449 00
Gower, South	100 00
Oxford, Rideau	325 00
Wolford	225 00
Total	$1,536 00

18. COUNTY OF LENNOX AND ADDINGTON.

Municipalities.	*Apportionment.*
Adolphustown	$50 00
Amherst Island	106 00
Anglesea, Effingham and Kaladar	143 00
Camden, East	644 00
Denbigh, Abinger and Ashley	135 00
Ernesttown	412 00
Fredericksburg, North	182 00
" South	130 00
Richmond	259 00
Sheffield	222 00
Total	$2,283 00

19. COUNTY OF LINCOLN.

Caistor	$230 00
Clinton	238 00
Gainsborough	279 00
Grantham	222 00
Grimsby, North	137 00
" South	173 00
Louth	202 00
Niagara	215 00
Total	$1,696 00

20. COUNTY OF MIDDLESEX.

Adelaide	$264 00
Biddulph	251 00
Caradoc	484 00
Delaware	192 00
Dorchester, North	434 00
Ekfrid	332 00
Lobo	337 00
London	1,073 00
McGillivray	352 00
Metcalfe	193 00
Mosa	327 00
Nissouri, West	324 00
Westminster	487 00
Williams, East	186 00
" West	160 00
Total	$5,396 00

21. COUNTY OF NORFOLK.

Charlotteville	$417 00
Houghton	252 00
Middleton	331 00
Townsend	487 00
Walsingham, North	270 00
" South	219 00
Windham	432 00
Woodhouse	246 00
Total	$2,654 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick	$140 00
Brighton	311 00
Cramahe	321 00
Haldimand	449 00
Hamilton	475 00
Monaghan, South	104 00
Murray	353 00
Percy	355 00
Seymour	344 00
Total	$2,852 00

Public School Apportionment to Counties.

22 (a). COUNTY OF DURHAM.

Municipalities.	*Apportionment.*
Cartwright	$218 00
Cavan	314 00
Clarke	510 00
Darlington	522 00
Hope	412 00
Manvers	376 00
Total	$2,352 00

23. COUNTY OF ONTARIO.

Brock	$450 00
Mara	293 00
Pickering	666 00
Rama	163 00
Reach	447 00
Scott	273 00
Scugog Island	61 00
Thorah	167 00
Uxbridge	331 00
Whitby, East	330 00
Whitby	259 00
Total	$3,440 00

24. COUNTY OF OXFORD.

Blandford	$199 00
Blenheim	571 00
Dereham	442 00
Nissouri, East	319 00
Norwich, North	274 00
" South	292 00
Oxford, North	161 00
" East	297 00
" West	251 00
Zorra, East	490 00
" West	322 00
Total	$3,618 00

25. COUNTY OF PEEL.

Albion	$332 00
Caledon	465 00
Chinguacousy	492 00
Gore of Toronto	109 00
Toronto	618 00
Total	$2,016 00

26. COUNTY OF PERTH.

Blanchard	$328 00
Downie	306 00
Easthope, North	272 00
" South	237 00
Ellice	377 00
Elma	446 00
Fullarton	277 00
Hibbert	248 00
Logan	358 00
Mornington	346 00
Wallace	347 00
Total	$3,542 00

27. COUNTY OF PETERBOROUGH.

Anstruther	$ 30 00
Asphodel	208 00
Belmont	208 00
Burleigh	52 00
Cavendish	18 00
Chandos	99 00
Douro	251 00

27. COUNTY OF PETERBOROUGH.—*Con.*

Municipalities.	*Apportionment.*
Dummer	$248 00
Ennismore	99 00
Galway	111 00
Harvey	122 00
Methuen	29 00
Monaghan, North	136 00
Otonabee	409 00
Smith	340 00
Total	$2,360 00

28. COUNTY OF PRESCOTT.

Alfred	$ 37 00
Caledonia	136 00
Hawkesbury, East	312 00
" West	324 00
Longueuil	64 00
Plantagenet, North	358 00
" South	224 00
Total	$1,455 00

28 (a). COUNTY OF RUSSELL.

Cambridge	$165 00
Clarence	152 00
Cumberland	314 00
Russell	200 00
Total	$831 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	$372 00
Athol	139 00
Hallowell	351 00
Hillier	194 00
Marysburg, North	137 00
" South	163 00
Sophiasburg	231 00
Total	$1,587 00

30. COUNTY OF RENFREW.

Admaston	$262 00
Algona, South	109 00
Alice and Fraser	230 00
Bagot and Blythfield	169 00
Brougham	59 00
Bromley	198 00
Brudenell and Lyendoch	169 00
Grattan	231 00
Griffith and Matawatchan	63 00
Hagarty, Jones, Sherwood, Richards and Burns	323 00
Head, Clara and Maria	60 00
Horton	178 00
McNab	426 00
Pembroke	80 00
Petawawa	39 00
Radcliffe and Raglan	127 00
Rolph, Wylie, McKay, Buchanan	136 00
Ross	344 00
Sebastopol	89 00
Stafford	112 00
Westmeath	423 00
Wilberforce and Algona, North	268 00
Total	$4,095 00

31. COUNTY OF SIMCOE.

Adjala	$225 00
Essa	496 00
Flos	407 00

Public School Apportionment to Counties.

31. COUNTY OF SIMCOE.—*Continued.*

Municipalities.	*Apportionment.*
Gwillimbury, West	$290 00
Innisfil	473 00
Matchedash	61 00
Medonte	493 00
Nottawasaga	663 00
Orillia	445 00
Oro	489 00
Sunnidale	272 00
Tay	517 00
Tiny	364 00
Tecumseth	417 00
Tossorontio	219 00
Vespra	361 00
Total	$6,192 00

32. COUNTY OF STORMONT.

Cornwall	$559 00
Finch	339 00
Osnabruck	579 00
Roxborough	310 00
Total	$1,787 00

32 (*a*). COUNTY OF DUNDAS.

Matilda	$458 00
Mountain	407 00
Williamsburg	455 00
Winchester	375 00
Total	$1,695 00

32 (*b*) COUNTY OF GLENGARRY.

Charlottenburg	$519 00
Kenyon	480 00
Lancaster	415 00
Lochiel	473 00
Total	$1,887 00

33. COUNTY OF VICTORIA.

Bexley	$102 00
Carden	88 00
Dalton	61 00
Eldon	336 00
Emily	248 00
Fenelon	301 00
Laxton, Digby and Longford	94 00
Mariposa	478 00
Ops	278 00
Somerville	231 00
Verulam	221 00
Total	$2,438 00

34. COUNTY OF WATERLOO.

Dumfries, North	$263 00
Waterloo	805 00
Wellesley	479 00
Wilmot	593 00
Woolwich	521 00
Total	$2,661 00

35. COUNTY OF WELLAND.

Municipalities.	*Apportionment.*
Bertie	$369 00
Crowland	129 00
Humberstone	349 00
Pelham	294 00
Stamford	238 00
Thorold	214 00
Wainfleet	321 00
Willoughby	121 00
Total	$2,035 00

36. COUNTY OF WELLINGTON.

Arthur	$301 00
Eramosa	319 00
Erin	428 00
Garafraxa, West	326 00
Guelph	285 00
Luther, West	256 00
Maryborough	367 00
Minto	373 00
Nichol	183 00
Peel	450 00
Pilkington	179 00
Puslinch	425 00
Total	$3,892 00

37. COUNTY OF WENTWORTH.

Ancaster	$462 00
Barton	439 00
Beverly	499 00
Binbrook	202 00
Flamborough, East	299 00
" West	344 00
Glanford	190 00
Saltfleet	373 00
Total	$2,808 00

38. COUNTY OF YORK.

Etobicoke	$412 00
Georgina	202 00
Gwillimbury, East	416 00
" North	170 00
King	635 00
Markham	636 00
Scarborough	463 00
Vaughan	536 00
Whitchurch	458 00
York	967 00
Total	$4,895 00

39. DISTRICTS.

Algoma, Muskoka, Nipissing, Parry Sound	Including rural separate schools but not schools in towns and villages named in this list.	$35,000 00
Total		$35,000 00

Apportionment to Roman Catholic Separate Schools for 1900, Payable Through this Department.

School Sections.		*Apportionment.*
Adjala	10	$23 00
Alfred	3	23 00
"	6	26 00
"	7 (with 8, Plantagenet, South)	12 00
"	7	29 00
"	8	33 00
"	9	27 00
"	10	73 00
"	11	13 00
"	12	26 00
"	13	28 00
"	14	21 00
"	15	24 00
Admaston	4	21 00
Anderdon	2, 5 and 8	27 00
"	3 and 4	15 00
Arthur	6	40 00
"	10	31 00
Ashfield	2	57 00
Asphodel	4	17 00
Augusta	15	20 00
Balfour	1 (District of Algoma)	.....
Biddulph	6	23 00
"	9 (with 1 McGillivray)	10 00
Bonfield	1A, 1B, 2, 4 District of Nipissing	.....
Brant (with 3 Greenock)	2	8 00
Brighton	1 (15)	11 00
Bromley	4	23 00
"	6	22 00
"	7 to be app't'd.	
Brougham	1	12 00
Burgess, North	2	30 00
"	4	18 00
"	6	12 00
Caledonia	3, 4 and 10	17 00
"	6 (with 7 Plantagenet, S.)	11 00
"	12	39 00
"	13 to be app't'd.	
Cambridge	3	25 00
"	4	23 00
"	5	30 00
"	6	32 00
"	6 and 7	40 00
Carrick	1	37 00
" (with 1 Culross)	1	69 00
"	2	18 00
" (with 2 Culross)	2	18 00
"	4	21 00
"	14	98 00
Charlottenburg	15	32 00
"	16	27 00
Chisholm and Boulter	(District of Nipissing)	.....
Clarence	5	85 00
"	6	52 00
"	8	40 00
"	11	29 00
"	12	22 00
"	13	17 00
"	14	31 00
"	16	17 00
"	17	19 00
"	19	17 00
"	20	19 00
"	21	28 00
Cornwall	1	18 00
"	16	50 00
Crosby, North	4	55 00
"	7	11 00
Culross (with 1 Carrick)	1	71 00
" (with 2 Carrick)	2	19 00
Cumberland	10	15 00
"	11	15 00
"	13	19 00
	14	36 00

School Sections.		*Apportionment.*
Downie	9	$35 00
Dover	3 to be app't'd.	
"	7 to be app't'd.	
Dunnett and Rutter	1 (Dist. of Nipissing)	.....
Edwardsburg	2	12 00
Ellice	7	17 00
Ferris	3 (District of Nipissing)	.....
"	4 " "	.....
Finch	5	39 00
Flamborough, West	2	11 00
Greenock	3 (with 2 Brant)	55 00
Glenelg	5	18 00
"	7	27 00
Gloucester	1 (with 3 Osgoode)	12 00
"	4, 5 and 12	9 00
"	14	30 00
"	15	74 00
"	17	5 00
"	20	26 00
"	22	16 00
"	25	84 00
"	26	26 00
Griffith, etc.	3	8 00
Hagarty	4	24 00
Haldimand	2	24 00
"	14	16 00
"	21	8 00
Harwich	9	27 00
Hawkesbury, East	2	47 00
"	4	11 00
"	6	21 00
"	7	91 00
"	10	50 00
"	11	25 00
"	12	14 00
"	15	24 00
"	16	8 00
"	41	41 00
Hay	1	41 00
Hibbert	(1) 3	17 00
Howe Island	1	12 00
"	2	20 00
"	3	14 00
Holland, etc.	3	9 00
Hullett	2	13 00
Keewatin	1 (see District of Algoma)	.....
Kingston	8	16 00
Lancaster	14	31 00
Lochiel	12A	29 00
"	12B	49 00
Longueuil, West	2	17 00
"	4A	18 00
"	7	24 00
Loughboro'	2	16 00
"	10	20 00
Maidstone	1	44 00
"	4 (with 2 Rochester)	12 00
Malden	3A	27 50
"	3B	27 50
Mara	3	69 00
March	3	39 00
Marmora and Lake	1	6 00
Matawatchan	3	14 00
Moore	3, 4 and 5	12 00
Mornington	4	29 00
McGillivray	1 (with 9 Biddulph)	9 00
McKillop	1	19 00
Nepean	7	34 00
"	15	72 00
Nicol	1	30 00
Normanby	5	20 00
"	10	16 00
Osgoode	1	15 00
"	2 (15)	16 00

APPORTIONMENT OF ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1900, PAYABLE THROUGH THIS DEPARTMENT —*Continued.*

School Sections.		*Apportionment.*
Osgoode	3 (with 1 Gloucester)	$15 00
Papineau	1 (see Dist. of Nipissing)	.....
"	2 " "	.....
"	2B " "	.....
Peel	8	3 00
"	12	17 00
Percy	5	8 00
"	12 (with 12 Seymour)	5 00
Plantagenet, North	4	22 00
" "	7	17 00
" "	8	24 00
" "	9	26 00
" "	12	14 00
" South	4	41 00
" "	7	38 00
" "	7 (with 6 Caledonia)	7 00
" "	8	10 00
" "	8 (with 7 Alfred)	22 00
Proton	6	16 00
Raleigh	4	11 00
"	5	26 00
"	6	18 00
Rayside	1 (District of Algoma)	.....
Richmond	10 and 17	15 00
Rochester	2 (with 4 Maidstone)	29 00
"	7 to be app't'd.	
Roxboro'	12	58 00
"	16	21 00
Russell	1	8 00
"	4	10 00
"	6	77 00
"	7	18 00
"	8	32 00
Sandwich, East	1	95 00
"	2	27 00
Sandwich, West	6 and 9	1 00
Seymour	12 (with 12 Percy)	7 00
Sheffield	5	$28 00
Sombra	5	27 00
Stafford	2	22 00
Stephen	6	40 00
Springer	1 (Dist. of Nipissing)	.....
"	2 " "	.....
Sydenham	7	11 00
Tiny	2	110 00
Toronto Gore	6	16 00
Tyendinaga	18	15 00
"	20	19 00
"	24	22 00
"	28	8 00
"	30	17 00
Vespra	7	5 00
Waterloo	13	62 00
Wawanosh, West	1	22 00
Wellesley	5	20 00
"	9 and 10	26 00
"	11	74 00
"	12	7 00
Westminster	13	9 00
Widdifield	2 (Dist. of Nipissing)	.....
Williams, West	10	21 00
Wilmot	15½	63 00
Winchester	12 (with 1 Russell)	10 00
Windham	8	46 00
Wolfe Island	1	7 00
"	2	20 00
"	4	27 00
Woolwich	10	33 00
Yonge and Escott R.	4	13 00
York	1	35 00
		$5,339 00

Apportionment to Cities, Towns and Villages for 1900.

Cities.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Belleville	981 00	271 00	1,252 00
Brantford	1,975 00	239 00	2,214 00
Chatham	918 00	182 00	1,100 00
Guelph	1,063 00	266 00	1,329 00
Hamilton	5,387 00	955 00	6,342 00
Kingston	1,790 00	509 00	2,299 00
London	4,214 00	569 00	4,783 00
Ottawa	3,421 00	3,590 00	7,011 00
St. Catharines	1,029 00	236 00	1,265 00
St. Thomas	1,225 00	130 00	1,355 00
Stratford	1,079 00	216 00	1,295 00
Toronto	20,669 00	3,056 00	23,725 00
Windsor	1,390 00	.....	1,390 00
Total	45,141 00	10,219 00	55,360 00

Towns.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Alliston	223 00	.....	223 00
Almonte	281 00	103 00	384 00
Amherstburg	129 00	132 00	261 00
Arnprior	290 00	176 00	466 00
Aurora	188 00	.....	188 00
Aylmer	267 00	.....	267 00
Barrie	620 00	111 00	731 00
Berlin	912 00	233 00	1,145 00
Blenheim	207 00	.....	207 00
Bothwell	112 00	.....	112 00
Bowmanville	353 00	.....	353 00
Bracebridge	275 00	.....	275 00
Brampton	367 00	.....	367 00
Brockville	834 00	255 00	1,089 00
Carleton Place	508 00	.....	508 00
Clinton	318 00	.....	318 00
Cobourg	379 00	142 00	521 00
Collingwood	669 00	.....	669 00
Cornwall	328 00	448 00	776 00
Deseronto	444 00	.....	444 00
Dresden	200 00	.....	200 00
Dundas	283 00	100 00	383 00
Durham	158 00	.....	158 00
Essex	176 00	.....	176 00
Forest	206 00	.....	206 00
Fort William (including arrears 1899, $212)	646 00	.....	646 00
Galt	865 00	58 00	923 00
Gananoque	416 00	.....	416 00
Goderich	442 00	54 00	496 00
Gore Bay	123 00	.....	123 00
Gravenhurst	228 00	.....	228 00
Harriston	216 00	.....	216 00
Ingersoll	502 00	66 00	568 00
Kincardine	262 00	.....	262 00
Leamington	372 00	.....	372 00
Lindsay	612 00	193 00	805 00
Listowel	322 00	.....	322 00
Little Current	80 00	.....	80 00
Mattawa	66 00	144 00	210 00
Meaford	219 00	.....	219 00
Midland	300 00	.....	300 00
Mitchell	262 00	.....	262 00
Milton	162 00	.....	162 00
Mount Forest	269 00	.....	269 00
Napanee	375 00	.....	375 00
Newmarket	219 00	42 00	261 00
Niagara	168 00	.....	168 00
Niagara Falls	337 00	81 00	418 00
North Bay	199 00	99 00	298 00
North Toronto	198 00	.....	198 00

Towns.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Oakville	187 00	20 00	207 00
Orangeville	495 00	.....	495 00
Orillia	459 00	104 00	563 00
Oshawa	461 00	55 00	516 00
Owen Sound	960 00	72 00	1,032 00
Palmerston	223 00	.....	223 00
Parkhill	145 00	34 00	179 00
Paris	361 00	42 00	403 00
Parry Sound	365 00	.....	365 00
Preston	222 00	51 00	273 00
Pembroke	347 00	275 00	622 00
Penetanguishene	277 00	.....	277 00
Perth	327 00	135 00	462 00
Peterborough	907 00	390 00	1,297 00
Petrolea	577 00	.....	577 00
Picton	407 00	29 00	436 00
Port Arthur	219 00	78 00	297 00
Port Hope	532 00	.....	532 00
Prescott	276 00	146 00	422 00
Rat Portage	606 00	192 00	798 00
Renfrew	226 00	155 00	381 00
Ridgetown	270 00	.....	270 00
Sandwich	174 00	.....	174 00
Sarnia	740 00	102 00	842 00
Sault Ste. Marie	329 00	73 00	402 00
Seaforth	296 00	.....	296 00
Simcoe	351 00	.....	351 00
Smith's Falls	580 00	.....	580 00
Stayner	151 00	.....	151 00
Sturgeon Falls	48 00	61 00	109 00
St. Mary's	373 00	46 00	419 00
Strathroy	377 00	.....	377 00
Sudbury	107 00	90 00	197 00
Thessalon	61 00	.....	61 00
Thornbury	86 00	.....	86 00
Thorold	194 00	68 00	262 00
Tilsonburg	281 00	.....	281 00
Toronto Junction	659 00	.....	659 00
Trenton	343 00	164 00	507 00
Uxbridge	214 00	.....	214 00
Vankleekhill	146 00	137 00	283 00
Walkerton	278 00	105 00	383 00
Walkerville	142 00	.....	142 00
Wallaceburg	297 00	59 00	356 00
Waterloo	362 00	61 00	423 00
Welland	222 00	.....	222 00
Whitby	248 00	32 00	280 00
Wiarton	252 00	.....	252 00
Wingham	271 00	.....	271 00
Woodstock	1,120 00	.....	1,120 00
Totals	34,168 00	5,213 00	39,381 00

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Acton	174 00	.....	174 00
Ailsa Craig	85 00	.....	85 00
Alexandria	43 00	167 00	210 00
Alvinston	118 00	.....	118 00
Arkona	60 00	.....	60 00
Arthur	101 00	60 00	161 00
Athens	119 00	.....	119 00
Ayr	105 00	.....	105 00
Ashburnham	209 00	.....	209 00
Bath	49 00	.....	49 00
Bayfield	68 00	.....	68 00
Beamsville	99 00	.....	99 00
Beaverton	89 00	.....	89 00
Beeton	94 00	.....	94 00

Apportionment to Cities Towns and Villages for 1900.

Incorporated Villages.—*Con.*	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
Belle River	70 00		70 00
Blyth	115 00		115 00
Bobcaygeon	108 00		108 00
Bolton	79 00		79 00
Bradford	120 00		120 00
Bridgeburg	152 00		152 00
Brighton	177 00		177 00
Brussels	146 00		146 00
Burk's Falls	82 00		82 00
Burlington	159 00		159 00
Caledonia	116 00		116 00
Campbellford	285 00		285 00
Cannington	143 00		143 00
Cardinal	161 00		161 00
Casselman	21 00	95 00	116 00
Cayuga	137 00		137 00
Chesley	210 00		210 00
Chesterville	97 00		97 00
Chippawa	29 00		29 00
Clifford	78 00		78 00
Colborne	127 00		127 00
Creemore	75 00		75 00
Delhi	96 00		96 00
Drayton	100 00		100 00
Dundalk	94 00		94 00
Dunnville	234 00		234 00
Dutton	100 00		100 00
East Toronto	168 00		168 00
Eganville	63 00	65 00	128 00
Elmira	135 00		135 00
Elora	138 00	19 00	157 00
Embro	79 00		79 00
Erin	61 00		61 00
Exeter	224 00		224 00
Fenelon Falls	158 00		158 00
Fergus	185 00	11 00	196 00
Fort Erie	111 00		111 00
Garden Island	35 00		35 00
Georgetown	178 00		178 00
Glencoe	130 00		130 00
Grand Valley	92 00		92 00
Grimsby	105 00		105 00
Hagersville	119 00		119 00
Hastings	57 00	43 00	100 00
Hanover	143 00		143 00
Havelock	110 00		110 00
Hawkesbury	52 00	210 00	262 60
Hensall	106 00		106 00
Hespeler	310 00		310 00
Hintonburg	143 00	138 00	281 00
Holland Landing	50 00		50 00
Huntsville	153 00		153 00
Iroquois	157 00		157 00
Kemptville	176 00		176 00
Kingsville	158 00		158 00
Lakefield	143 00		143 00
Lanark	103 00		103 00
Lancaster	65 00		65 00
L'Orignal	115 00	33 00	148 00
London, West	241 00		241 00
Lucan	98 00		98 00
Lucknow	182 00		182 00
Madoc	152 00		152 00
Markdale	101 00		101 00
Markham	127 00		127 00
Maxville	83 00		83 00
Merrickville	109 00		109 00
Merritton	166 00	42 00	208 00
Millbrook	111 00		111 00
Milverton	75 00		75 00
Morrisburg	203 00		203 00
Newboro'	56 00		56 00
Newburg	79 00		79 00
Newbury	54 00		54 00
Newcastle	65 00		65 00
New Hamburg	142 00		142 00
Niagara Falls, South	165 00		165 00
Norwich	161 00		161 00
Norwood	135 00		135 00
Oil Springs	132 00		132 00
Omemee	66 00		66 00
Ottawa, East	132 00		132 00
Paisley	125 00		125 00
Point Edward	166 00		166 00
Portsmouth	48 00	34 00	82 00
Port Carling	33 00		33 00
Port Colborne	121 00	18 00	139 00
Port Dalhousie	88 00	27 00	115 00
Port Dover	142 00		142 00
Port Elgin	172 00		172 00
Port Perry	184 00		184 00
Port Rowan	74 00		74 00
Port Stanley	73 00		73 00
Richmond	44 00		44 00
Richmond Hill	80 00		80 00
Rockland	24 00	136 00	160 00
Shelburne	165 00		165 00
Southampton	205 00		205 00
Springfield	55 00		55 00
Stirling	97 00		97 00
Stouffville	154 00		154 00
Streetsville	74 00		74 00
Sundridge	44 00		44 00
Sutton	77 00		77 00
Sturgeon Point	40 00		40 00
Tara	89 00		89 00
Teeswater	112 00		112 00
Thamesville	106 00		106 00
Thedford	81 00		81 00
Tilbury	60 00	69 00	129 00
Tiverton	56 00		56 00
Tottenham	70 00		70 00
Tweed	96 00	29 00	125 00
Vienna	45 00		45 00
Wardsville	38 00		38 00
Waterdown	98 00		98 00
Waterford	138 00		138 00
Watford	156 00		156 00
Wellington	75 00		75 00
Weston	115 00	18 00	133 00
Winchester	130 00		130 00
Woodbridge	82 00		82 00
Woodville	66 00		66 00
Wyoming	106 00		106 00
Wroxeter	53 00		53 00
Total	15,638 00	1,214 00	16,852 00

Summary of Apportionment for 1900.

COUNTIES.	Public Schools.	Separate Schools.	Total.
	$ c.	$ c.	$ c.
1. Brant	1,715 00		1,715 00
2. Bruce	4,450 00	414 00	4,864 00
3. Carleton	3,073 00	473 00	3,546 00
4. Dufferin	1,993 00		1,993 00
5. Elgin	3,054 00		3,054 00
6. Essex	3,699 00	335 00	4,034 00
7. Frontenac	2,320 00	152 00	2,472 00
8. Grey	6,075 00	117 00	6,192 00
9. Haldimand	1,818 00		1,818 00
10. Haliburton	738 00		738 00
11. Halton	1,567 00		1,567 00
12. Hastings	4,367 00	87 00	4,454 00
13. Huron	5,152 00	192 00	5,344 00
14. Kent	4,038 00	82 00	4,120 00
15. Lambton	4,039 00	39 00	4,078 00
16. Lanark	2,282 00	60 00	2,342 00
17. Leeds and Grenville	3,983 00	112 00	4,095 00
18. Lennox and Addington	2,283 00	43 00	2,326 00
19. Lincoln	1,696 00		1,696 00
20. Middlesex	5,396 00	72 00	5,468 00
21. Norfolk	2,654 00	46 00	2,700 00
22. Northumberland and Durham	5,204 00	79 00	5,283 00
23. Ontario	3,440 00	69 00	3,509 00
24. Oxford	3,618 00		3,618 00
25. Peel	2,016 00	16 00	2,032 00
26. Perth	3,542 00	98 00	3,640 00
27. Peterborough	2,360 00	17 00	2,377 00
28. Prescott and Russell	2,286 00	1,735 00	4,021 00
29. Prince Edward	1,587 00		1,587 00
30. Renfrew	4,095 00	146 00	4,241 00
31. Simcoe	6,192 00	138 00	6,330 00
32. Stormont, Dundas and Glengarry	5,369 00	364 00	5,733 00
33. Victoria	2,438 00		2,438 00
34. Waterloo	2,661 00	285 00	2,946 00
35. Welland	2,035 00		2,035 00
36. Wellington	3,892 00	122 00	4,014 00
37. Wentworth	2,808 00	11 00	2,819 00
38. York	4,895 00	35 00	4,930 00
Total	124,830 00	5,339 00	130,169 00
39. Districts			
(*a*) Algoma, (*b*) Muskoka, (*c*) Nipissing, (*d*) Parry Sound — Exclusive of the towns and villages which appear in the general list.	33,800 00	1,200 00	35,000 00
Total	33,800 00	1,200 00	35,000 00

GRAND TOTALS.

Counties	124,830 00	5,339 00	130,169 00
Cities	45,141 00	10,219 00	55,360 00
Towns	34,168 00	5,213 00	39,381 00
Villages	15,638 00	1,214 00	16,852 00
Districts	33,800 00	1,200 00	35,000 00
Totals	253,577 00	23,185 00	276,762 00

APPENDIX C.—*ONTARIO NORMAL COLLEGE, PROVINCIAL NORMAL AND MODEL SCHOOLS.*

I. ONTARIO NORMAL COLLEGE.

(1) *Staff of Ontario Normal College, 1900.*

J. A. McLellan, M. A., L L. D., Professor of Psychology and History of Education, Principal.
R. A. Thompson, B. A., Lecturer on School Management, Vice-Principal.
J. T. Crawford, B. A., Lecturer on Methods in Mathematics.
W. M. Logan, M. A., Lecturer on Methods in Classics.
F. F. Macpherson, B. A., Lecturer on Methods in Literature and Composition.
S. A. Morgan, B. A, B. Paed, Lecturer on Methods in English Grammar and Rhetoric.
A. Paterson, M. A., Lecturer on Methods in History and Geography.
E. S. Hogarth, B. A., Lecturer on Methods in Modern Languages.
J. B. Turner, B. A., Lecturer on Methods in Chemistry, Botany and Zoology.
J. Gill, B. A., Lecturer on Methods in Physics.
F. F. Macpherson, B. A., Lecturer on Reading and Elocution.
J. B. Turner, B. A., Lecturer on School Hygiene and Sanitation.

(2) *Students in Ontario Normal College, 1900.*

	Male	Female
Admitted, Session 1900-1	78	66

II. PROVINCIAL NORMAL AND MODEL SCHOOLS.

1. Toronto Normal School.

(1) *Staff of Toronto Normal School, 1900.*

Wm. Scott, B. A.	Principal.
W. H. Elliott, B. A.	Vice Principal.
A. C. Casselman	Drawing Master, and in Model School.
S. H. Preston	Music " "
Eugene Mason	French Teacher.

(2) *Students in Toronto Normal School, 1900.*

	Male.	Female.
Admitted, First Session	14	116
Admitted, Second Session	17	105
Total	31	221

2. Ottawa Normal School.

(1) *Staff of Ottawa Normal School, 1900.*

John A. MacCabe, M.A., LL.D	Principal.
S. B. Sinclair, B.A.	Vice-Principal.
J. A. Dobbie	Drawing Master, and in Model School.
T. A. Brown	Music " "
J. Fleury	French Teacher.

(2) *Students in Ottawa Normal School, 1900.*

	Male.	Female.
Admitted, First Session	25	75
Admitted, Second Session	17	72
Total	42	147

3. London Normal School.

(1) *Staff of London Normal School, 1900.*

F. W. Merchant, M.A.	Principal.
John Dearness	Vice-Principal.
S. K. Davidson	Drawing Master.
Fred. L. Evans	Music Master.
E. F. R. Copeman	Physical Instructor.
Miss Agnes Mackenzie	Teacher of Kindergarten Principles.

(2) *Students in London Normal School, 1900.*

	Male.	Female.
Admitted, First Session	23	78
Admitted, Second Session	24	71
Total	47	149

4. Toronto Model School.

(1) *Staff of Toronto Model School, 1900.*

Angus McIntosh	Head Master Boys' Model School.
R. W. Murray	First Assistant "
Thomas M. Porter	Second " "
Miss Jeannie Wood	Third " "
" H. B. Mills, B.A.	Fourth " "
" Margaret T. Scott	Head Mistress Girls' Model School.
" May K. Caulfeild	First Assistant "
" M. Meehan	Second " "
" Alice Stuart	Third " "
" Sarah M. Ross	Fourth " "
" Mary E. Macintyre	Kindergarden Teacher.
" Ellen Cody	" Assistant.
Mrs. Jean Somers	Instructor in Calisthenics.
" L. H. Baldwin	" Domestic Science.
Arthur King	Drill Master.

(2) *Number of pupils in 1900.*

Boys, 258.....Girls, 256.....Total, 514
Kindergarten.....Total, 58

5. Ottawa Model School.

(1) *Staff of Ottawa Model School, 1900.*

Edwin D. Parlow	Head Master	Boys' Model School.
J. H. Putman	First Assistant	"
J. F. Sullivan	Second "	"
Miss H. S. Williams, B.A	Third "	"
" Adeline Shenick, B.A., B, Sc.	Head Mistress	Girl's Model School.
" A. E. G. Wilson	First Assistant	"
" M. E. Butterworth	Second "	"
" Florence Hanington	Third "	"
" Eliza Bolton	Kindergarten Teacher.	
" J. Stocks	" Assistant.	
" Elizabeth H. Keyes	Teacher of Physical Culture.	

(2) *Number of pupils, 1900.*

Boys, 138.....Girls, 128.....Total, 266
Kindergarten.....Total, 55

APPENDIX D.—*INSPECTION OF SCHOOLS.*

I. List of Inspectors.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1899.
			$ c.
M. J. Kelly, M.D., LL.B.	Brant; City of Brantford; Town of Paris	Brantford	978 00
W. S. Clendenning	Bruce, East; Towns of Walkerton, Wiarton; Villages of Chesley, Tara	Walkerton	1,356 25
Alexander Campbell	Bruce, West; Town of Kincardine; Villages of Lucknow, Paisley, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine	1,385 00
Robert H. Cowley, B.A.	Carleton; Villages of Hintonburg, Ottawa East, Richmond	Ottawa	1,637 50
Nathaniel Gordon	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	Orangeville	1,100 00
Arthur Brown	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg	1,040 00
W.E. Tilley, M.A., Ph.D	Durham; Towns of Bowmanville, Port Hope; Villages of Millbrook, Newcastle	Bowmanville	1,550 00
Welbern Atkin	Elgin; Town of Aylmer; Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas	1,525 00
*D. Chenay	Essex, North (No. 1); Town of Sandwich; Village of Belle River	Sandwich	1,000 00
D. A. Maxwell, B.A., LL.B., Ph.D	Essex, South (No. 2); City of Windsor; Towns of Amherstburg, Essex, Leamington, Walkerville; Village of Kingsville	Windsor	1,100 00
Wm. Spankie, M.D	Frontenac; Villages of Garden Island, Portsmouth	Kingston	1,520 00
Don'ld McDiarmid, M.D	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	840 00
Andrew Grier	Grey, East; Town of Thornbury	Thornbury	965 00
Thomas Gordon	Grey, West; Town of Owen Sound	Owen Sound	1,252 50
N. W. Campbell	Grey, South; Towns of Durham, Meaford; Villages of Dundalk, Markdale	Durham	1,262 00
Clarke Moses	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville	Caledonia	1,210 00
Sylvanus Phillips, B.A.	Haliburton and North East Muskoka, South Nipissing, East Parry Sound; Villages of Burk's Falls, Huntsville, Sundridge	Minden	1,526 00
J. S. Deacon	Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	Milton	1,401 25
William Mackintosh	Hastings, North; Villages of Madoc, Stirling	Madoc	1,498 75
John Johnston	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed	Belleville	1,580 00
David Robb	Huron, East (N.); Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	Brussels	1,393 75
J. Elgin Tom	Huron, West (S.); Town of Goderich; Villages of Bayfield, Exeter, Hensall	Goderich	1,480 00
Rev. W. H. G. Colles	Kent, East; Towns of Blenheim, Bothwell, Ridgetown; Village of Thamesville	Chatham	1,050 00
Robert Park	Kent, West; Towns of Dresden, Wallaceburg; Village of Tilbury	Chatham	1,140 00
C. A. Barnes, M.A.	Lambton, East (No. 1); Villages of Alvinston, Arkona, Thedford, Watford, Wyoming	London	1,270 00
John Brebner	Lambton, West (No. 2); Towns of Petrolea, Sarnia; Villages of Oil Springs, Point Edward	Sarnia	1,353 00
F. L. Michell, M.A.	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls; Village of Lanark	Perth	1,800 00
Wm. Johnston, M.A., LL.B	Leeds and Grenville, No. 1; Town of Gananoque; Village of Newboro'	Athens	1,150 00
Robert Kinney, M.D.	Leeds and Grenville, No. 2; Village of Athens	Brockville	1,050 00
T. A. Craig	Leeds and Grenville, No. 3; Town of Prescott; Villages of Cardinal, Kemptville, Merrickville	Kempville	1,050 00
Frederick Burrows	Lennox and Addington; Town of Napanee; Villages of Bath, Newburgh	Napanee	1,385 00

* Appointed in 1900.

List of Inspectors.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1899.
			$ c.
J. B. Grey	Lincoln; City of St. Catharines; Town of Niagara; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie	St. Catharines	1,230 00
*P. J. Thompson, B.A.	Middlesex, East; Village of Lucan	London	1,300 00
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy	1,230 00
J. J. Wadsworth, M.A., M.B	Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford	Simcoe	1,500 00
Albert Odell	Northumberland; Town of Cobourg; Villages of Brighton, Campbellford, Colborne, Hastings	Cobourg	1,550 00
James McBrien	Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry	Prince Albert	970 00
John Waugh, B.A., D. Paed	Ontario, South; Towns of Oshawa, Whitby	Whitby	960 00
William Carlyle	Oxford; Towns of Ingersoll, Tilsonburg, Woodstock; Villages of Embro, Norwich	Woodstock	1,280 00
Allan Embury	Peel; Town of Brampton; Villages of Bolton, Streetsville	Brampton	1,200 00
William Irwin, B.A	Perth; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton	Stratford	1,597 50
J. C. Brown	Peterborough; Villages of Ashburnham, Havelock, Lakefield, Norwood	Peterborough	1,325 00
W. J. Summerby	Prescott and Russell; Towns of Hawkesbury, Vankleekhill; Villages of Casselman, L'Orignal, Rockland	Russell	1,515 00
G. D. Platt, B.A	Prince Edward: Town of Picton; Village of Wellington	Picton	945 00
R. G. Scott, B.A	Renfrew; Towns of Arnprior, Pembroke, Renfrew; Village of Eganville	Pembroke	2,115 00
J. C. Morgan, M.A	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene	Barrie	1,300 00
Rev. Thomas McKee	Simcoe, South West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham	Barrie	1,360 00
Isaac Day, B.A	Simcoe, East, and West Muskoka; Town of Gravenhurst; Village of Port Carling	Orillia	1,317 50
Alexander McNaughton.	Stormont; Town of Cornwall	Cornwall	990 00
J. H. Knight	Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee	Lindsay	781 00
Henry Reazin.	Victoria, West, and South-East Muskoka; Town of Bracebridge; Villages of Fenelon Falls, Woodville	Lindsay	1,478 00
Thomas Pearce	Waterloo; Towns of Berlin, Galt, Preston; Villages of Ayr, Elmira, Hespeler, New Hamburg.	Berlin	2,170 00
J. H. Ball, M.A	Welland; Town of Thorold; Villages of Bridgeburg, Chippewa, Fort Erie, Niagara Falls South, Port Colborne	Welland	1,210 00
David Clapp, B.A	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clifford, Drayton	Harriston	1,100 00
J. J. Craig, B.A	Wellington, South; Villages of Elora, Erin, Fergus	Fergus	1,100 00
J. H. Smith	Wentworth; Town of Dundas; Village of Waterdown	Hamilton	1,260 00
A. B. Davidson, B.A	York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Sutton	Newmarket	1,060 00
David Fotheringham	York, South; Towns of North Toronto, Toronto Junction; Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto	1,222 50
Donald McCaig	Districts of Algoma, Thunder Bay, Rainy River; Towns of Fort William, Gore Bay, Little Current, Port Arthur, Rat Portage, Sault Ste. Marie, Thessalon	Collingwood	1,966 09

* Appointed in 1899.

List of Inspectors

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travelling expenses included in some cases) for 1899.
			$ c.
Rev. George Grant B.A.	Districts of North Nipissing and West Parry Sound; Towns of Mattawa, North Bay, Parry Sound, Sturgeon Falls, Sudbury	Orillia	1,870 00
Wm. Houston, M.A.	Manitoulin Island, etc	Gore Bay	720 10
Rev. A. McColl, D.D.	City of	Chatham	400 00
Wm. Tytler, B.A.	"	Guelph	500 00
W. H. Ballard, M.A.	"	Hamilton	2,000 00
W. G. Kidd	"	Kingston	1,400 00
W. J. Carson	"	London	1,570 00
John C. Glashan, LL.D.	"	Ottawa	2,000 00
*S. Silcox, B.A., B.Paed	"	St. Thomas	357 00
J. R. Stuart	"	Stratford	1,000 00
James L. Hughes	"	Toronto	3,000 00
W. F. Chapman	"	"	2,000 00
Robert Meade, M.A.	Town of	Brockville	900 00
Donald McCaig	"	Collingwood	175 00
C. W. Chadwick	" Forest	Toronto	50 00
Duncan Walker, B.A.	"	Peterborough	1,100 00
Thomas Hilliard	"	Waterloo	80 00
*James H. Ball, M.A.	Niagara Falls, Welland	Welland	160 00
		Total	96,163 69

	Post Office.	Salary 1899.	Travelling expenses 1899.	Total.
Separate School Inspectors:		$ c.	$ c.	$ c.
James F. White	Toronto	1,850 00	550 00	2,400 00
Wm. Pendergast, B.A.	Toronto	1,700 00	414 25	2,114 25
†Michael O'Brien	Peterboro'			
Inspector of Bilingual Training and Elementary Schools:				
†Telesphore Rochon, B.A.	Ottawa			
County Model School Inspector:				
John J. Tilley	Toronto	1,850 00	569 85	2,419 85
High School Inspectors:				
John E. Hodgson, M.A.	Toronto	2,500 00	450 00	2,950 00
John Seath, B.A.	Toronto	2,500 00	417 70	2,917 70
Total				12,801 80
Grand total				108,965 49

* Appointed in 1899, duties commenced in 1900. † Appointed in 1900.

II. Diplomas for Rural School Premises, 1900.

Name of Inspector.	Jurisdiction.	No. schools open.	No. diplomas.	Name of Inspector.	Jurisdiction.	No. schools open.	No. diplomas.
M. J. Kelly	Brant	61	3	J. B. Grey	Lincoln	64	13
A. Campbell	W. Bruce	82	3	P. J. Thompson	E. Middlesex	100	24
A. Brown	Dundas	76	27	H. D. Johnson	W. Middlesex	79	4
W. E. Tilley	Durham	102	7	J. McBrien	N. Ontario	59	8
W. Spankie	Frontenac	140	6	J. Waugh	S. Ontario	55	17
D. McDiarmid	Glengarry	71	16	W. Carlyle	Oxford	106	2
A. Grier	E. Grey	66	2	W. Irwin	Perth	110	19
N. W. Campbell	S. Grey	88	17	G. D. Platt	Prince Edward	77	18
S. Phillips	Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound	115	1	Isaac Day	E. Simcoe, W. Muskoka	94	9
				J. H. Knight	E. Victoria	44	1
				T. Pearce	Waterloo	82	22
J. S. Deacon	Halton	61	13	D. Clapp	N. Wellington	68	2
D. Robb	E. Huron	82	8	J. J. Craig	S. Wellington	64	30
J. Elgin Tom	W. Huron	94	14	J. H. Smith	Wentworth	73	21
R. Park	W. Kent	74	35	A. B. Davidson	N. York	85	4
C. A. Barnes	No. 1, Lambton	101	6	D. Fotheringham	S. York	66	3
W. Johnston	No. 1, Leeds	78	22	G. Grant	W. Parry Sound and N. Nipissing	101	13
R. Kinney	No. 2, Leeds	83	12				

APPENDIX E.—*SUPERANNUATED TEACHERS*, 1900.

(*Continued from Report of 1899.*)

1. † Allowances granted during 1900.

Register No.	Name.	Age.	Post Office.	Years of Service.	Allowance.
					$ c.
1048	Rannie, Wm	52	Newmarket	32	224 00
1049	Caswell, Thomas B	59	Carleton Place	38	259 00
1050	Norton, Theophilus	54	Glen Williams	27½	192 50
1051	Shaw, John	62	Teeswater	40½	279 00
1052	Davidson, Wm	58	Hamilton	34	238 00
1053	Pomeroy, Mrs. Margt. A	63	Napanee	36	251 00
1054	Hickson, Wm	51	Bobcaygeon	24	166 00
1055	Taylor, Chas. James	44	Elmhedge	21	126 00
1056	Davis, Flavelle	57	Allanburg	36	250 00
1057	Bell, Helen	59	Owen Sound	18	126 00
1058	Crawford, Peter	53	Mitchell's Bay	30½	209 50
1059	Gibson, James	57	Cherry Valley	13	91 00
1060	*Lee, Fred	52	Hamilton	16	96 00
1061	*Wilson, Abraham	62	Ventnor	16	96 00
1062	*Mathewson, William	60	Falding	25	150 00
1063	*Banks, Moltimore	50	Jordan Station	26	176 00
1064	*Grey, James B	69	St. Catharines	48½	339 50
1065	*Sutherland, Philip McK	54	Arnprior	18½	111 00
1066	*McEachren, Wm. C	60	Guelph	35½	233 00
1067	*Carnochan, Janet	61	Niagara	39	273 00
1068	*Fulton, James	53	Cainsville	27	189 00
1069	*Reid, Wm. Kirk	61	Durham	36	248 00

2. Summary for Years 1882-1900.

Year.	Number of teachers on list	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1898	420	64,351 88	1,472 00	284 58
1899	423	63,682 28	1,239 00	412 00
1900	418	63,871 43	1,271 75	879 52

Eleven teachers withdrew their subscriptions from the fund during 1900.

† As the sum of $4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were $4 less in each case than given above.

* Allowance commences with 1901.

APPENDIX F.—*TEACHERS' INSTITUTES. FINANCIAL STATEMENT, 1899.*

Name of Institute.	No. of Institutes.	Number of members.	Receipts.					Expenditure.				Balances.
			Government grants.	Municipal grants.	Members' fees.	Balances and other sources	Total receipts.	Printing, postage, etc.	Libraries, educational journals, etc.	Miscellaneous.	Total expenditure.	
			$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Algoma, East	1	30	25 00	.....	.....	2 15	27 15	5 52	10 30	50	16 32	10 83
" West	1	23	25 00	.....	.....	5 09	30 09	1 76	17 25	4 25	23 26	6 83
Brant	1	142	25 00	25 00	.....	144 25	194 25	.....	6 75	23 00	29 75	164 50
Bruce, East	1	120	25 00	25 00	.....	25 84	75 84	9 36	19 00	26 99	55 35	20 49
" West	1	28	25 00	25 00	7 00	163 28	220 28	13 93	34 25	63 25	111 43	108 85
Carleton	1	134	25 00	50 00	.....	25 67	100 67	5 09	.....	36 00	41 09	59 58
Dufferin	1	9	25 00	25 00	2 25	6 22	58 47	5 20	36 27	17 00	58 47	.....
Dundas	1	105	25 00	25 00	21 50	39 65	111 15	41 39	.. ..	21 15	62 54	48 61
Durham	1	120	25 00	25 00	.....	115 01	165 01	9 37	.....	42 25	51 62	113 39
Elgin	1	150	25 00	25 00	.....	86 40	136 40	....	4 00	.. ..	4 00	132 40
Essex, North	1	62	25 00	50 00	.....	54 53	129 53	8 00	.....	54 00	62 00	67 53
" South	1	*106	25 00	50 00	... ..	138 88	213 88	33 50	.. ..	18 80	52 30	161 58
Frontenac	1	147	25 00	25 00	.....	37 56	87 56	3 78	.....	29 50	33 28	54 28
Glengarry	1	96	25 00	25 00	.....	39 91	89 91	22 76	.....	35 85	58 61	31 30
Grenville (Leeds, No. 3)	1	100	25 00	25 00	.....	44 42	94 42	10 92	.....	33 30	44 22	50 20
Grey, East	1	41	25 00	25 00	10 25	66 87	127 12	45	.....	59 18	59 63	67 49
" South	1	53	25 00	25 00	13 25	236 84	300 09	1 76	77 75	61 25	140 76	159 33
" West	1	52	25 00	25 00	13 00	49 87	112 87	15 80	8 25	50 00	74 05	38 82
Haldimand	1	114	25 00	25 00	... ..	170 84	220 84	10 45	.....	2 95	13 40	207 44
Haliburton	1	*25	25 00	25 00	6 00	75 83	131 83	3 19	40 71	34 75	78 65	53 18
Halton	1	90	25 00	25 00	.....	129 35	179 35	3 50	19 10	46 55	69 15	110 20
Hastings, North	1	115	25 00	25 00	20 60	142 19	212 79	6 80	28 82	35 00	70 62	142 17
" South	1	130	25 00	25 00	.....	291 68	341 68	4 50	.....	41 00	45 50	296 18
Huron, West (S.)	1	47	25 00	25 00	21 50	51 63	123 13	5 75	....	39 42	45 17	77 96
" East (N.)	1	123	25 00	25 00	.....	108 63	158 63	14 85	18 00	62 15	95 00	63 63
Kent, East	1	90	25 00	25 00	.....	118 40	168 40	4 50	.....	105 87	110 37	58 03
" West (C. D.)	1	138	25 00	25 00	23 75	47 77	121 52	14 10	.....	46 10	60 20	61 32
Lambton, East	1	115	25 00	25 00	30 95	90 82	171 77	38 15	....	66 70	104 85	66 92
" West	1	120	25 00	25 00	.....	71 13	121 13	35 85	....	12 90	48 75	72 38
Lanark	1	158	25 00	25 00	16 80	158 78	225 58	2 50	45 05	42 10	89 65	135 93
Leeds, West (1)	1	105	25 00	25 00	.....	101 06	151 06	2 04	46 35	29 90	78 29	72 77
" East (2)	1	140	25 00	25 00	25 50	243 78	319 28	11 94	88 80	90 65	191 39	127 89
Lennox and Addington	1	*131	25 00	25 00	.....	64 84	114 84	12 15	.....	64 45	76 60	38 24
Lincoln	1	120	25 00	25 00	.....	185 08	235 08	5 54	.....	37 00	42 54	192 54
Manitoulin	1	21	25 00	.....	.....	15 00	40 00	.... ..	.....	5 00	5 00	35 00
Middlesex, East	1	105	25 00	85 00	26 25	39 99	176 24	105 02	42 15	..... .	147 17	29 07
" West	1	110	25 00	100 00	47 75	75 63	248 38	48 61	2 00	131 00	181 61	66 77
Muskoka	1	*75	25 00	.....	.....	85 90	110 90	11 60	.....	3 75	15 35	95 55
Nipissing	1	13	25 00	.....	3 25	8 00	36 25	5 30	.....	18 74	24 04	12 21
Norfolk	1	137	25 00	25 00	... .	129 68	179 68	46 01	.....	34 75	80 76	98 92

Northumberland	1	150	25 00	24 85	.....	210 96	260 81	10 25	21 75	36 65	68 65	192 16
Ontario	1	155	25 00	25 00	.....	137 32	187 32	17 33	.....	121 75	139 08	48 24
" North	1	92	.....	.....	.....	25 00	25 00	.....	.....	.....	.....	25 00
Oxford	1	186	25 00	.....	.....	68 22	93 22	6 19	.....	21 99	28 18	65 04
Parry Sound, East	1	20	25 00	.....	5 00	2 75	32 75	4 90	.....	13 00	17 90	14 85
" West	1	40	25 00	.....	5 50	35 00	65 50	2 60	28 50	25 00	56 10	9 40
Peel	1	104	25 00	25 00	.....	1 76	51 76	7 00	.....	.....	7 00	44 76
Perth	1	145	25 00	25 00	.....	70 94	120 94	20 29	.....	71 10	91 39	29 55
Peterborough	1	110	.....	25 00	.....	101 94	126 94	16 70	49 81	23 00	89 51	37 43
Prescott and Russell	1	*118	25 00	25 00	.....	50 98	100 98	3 02	.....	75 75	78 77	22 21
Prince Edward	1	90	25 00	25 00	.....	103 17	153 17	4 95	31 63	17 75	54 33	98 84
Renfrew	1	75	25 00	25 00	.....	42 63	92 63	15 20	10 50	23 00	48 70	43 93
Simcoe, East, and Muskoka, West	1	70	25 00	25 00	.....	73 55	123 55	5 10	21 64	28 25	54 99	68 56
" North	1	148	25 00	75 00	15 75	57 56	173 31	56 21	.....	47 55	103 76	69 55
" Southwest	1	47	25 00	25 00	11 75	200 11	261 86	13 90	.....	17 50	31 40	230 46
Stormont	1	54	25 00	25 00	22 25	36 03	108 28	32 12	26 00	19 70	77 82	30 46
Victoria, East	1	83	25 00	37 50	.....	95 24	157 74	26 25	34 20	32 00	92 45	65 29
" West	1	*75	25 00	25 00	.....	29 66	79 66	6 50	19 00	13 35	38 85	40 81
Waterloo	1	105	25 00	25 00	52 50	37 35	139 85	18 37	.....	91 70	110 07	29 78
Welland	1	138	25 00	25 00	.....	154 07	204 07	9 45	.....	116 95	126 40	77 67
Wellington, North	1	106	25 00	25 00	12 00	63 49	125 49	11 80	50 00	10 40	72 20	53 29
" South	1	120	25 00	25 00	.....	65 92	115 92	7 56	.....	41 95	49 51	66 41
Wentworth	1	106	25 00	25 00	.....	102 58	152 58	12 00	20 55	38 00	70 55	82 03
York, North	1	63	25 00	25 00	15 75	115 94	181 69	15 64	84 05	36 02	135 71	45 98
" South	1	65	25 00	25 00	13 00	130 48	193 48	12 35	8 50	14 50	35 35	158 13
Prescott and Russell (Fr.-Eng.)	1	80	25 00	25 00	.....	25 00	75 00	5 60	.....	25 40	31 00	44 00
†Ontario Educational Association	1	635	600 00	.....	317 50	591 68	1,509 18	846 33	.....	316 75	1,163 08	346 10
Cities— Guelph	1	33	25 00	25 00	.....	67 79	117 79	52	45 91	11 86	58 29	59 50
Hamilton	1	185	25 00	25 00	.....	111 08	161 08	16 64	.....	59 20	75 84	85 24
†Kingston	1	*60	25 00	25 00	24 25	108 92	183 17	3 61	29 45	75 55	108 61	74 56
London	1	164	25 00	25 00	24 50	68 66	143 16	6 75	28 45	64 60	99 80	43 36
Ottawa	1	152	25 00	25 00	.....	37 99	87 99	2 37	25 00	14 02	41 39	46 60
St. Catharines	1	25	25 00	25 00	.....	48 72	98 72	.....	47 60	12 55	60 15	38 57
St. Thomas	1	41	25 00	25 00	.....	26 98	76 98	4 00	.....	24 67	28 67	48 31
Toronto	1	669	25 00	25 00	143 25	409 10	602 35	40 24	195 07	197 35	432 66	169 69
Windsor and Walkerville	1	60	25 00	25 00	.....	86 70	136 70	4 85	.....	120 00	124 85	11 85
Total, 1899	76	8,309	2,425 00	1,922 35	952 60	7,283 72	12,583 67	1,847 53	1,322 41	3,385 81	6,555 75	6,027 92
" 1898	75	8,238	2,650 00	1,857 50	876 25	7,245 74	12,629 49	1,747 63	1,526 84	3,459 13	6,733 60	5,895 89
Increase	1	71	.....	64 85	76 35	37 98	.....	99 90	.....	.....	.....	132 03
Decrease	.....	.....	225 00	.....	.....	.....	45 82	.....	204 43	73 32	177 85	.....

* Statistics of preceding year. † Statement for 1899-1900.

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A.	B.	C.	D.
W. J. Kelly, M.D., LL.B	Brant	Arthur E. Green	I	4	8 S. Dumfries	....	1	....	....
		John Hicks	II	2	8 Burford	....	1	....	....
		Alberta A. Langs	II	1	11 "	....	....	1	....
		Jean Gissing	II	1	6 "	....	....	....	1
		K. McK. Smith	II	2	18 "	....	....	....	1
		Thos. M. Cawley	III	1	4 Brantford	....	....	....	1
		Fred. Wolfe	I	2	22 "	....	....	....	1
		Jos. Poole	II	1	24 Burford	....	....	....	1
		Clara Bedford	III	1	15 "	....	....	....	1
		Carrie Fyle	III	1	21 "	....	....	....	1
		Maud M. Costin	II	1	14 "	....	....	....	1
W. S. Clendening	Bruce, E	R. D. McMurchy	I	8	Chesley, V	1	....	....	....
		J. H. Lipsett	II	3	Tara, V	....	....	1	....
		J. F. Loney	II	2	U. 3 Amable and Arran	....	....	1	....
		J. W. Ward	II	3	14 Carrick	....	....	....	1
		S. C. Cooper	III	2	1 Eastnor	....	....	....	1
A. Campbell	Bruce, W	W. I Chisholm, M.A	I	6	Paisley, V	1	....	....	....
		D. D. Yule	I	4	Lucknow, V	....	1	....	....
		J. E. Coombes	II	4	Teeswater, V	....	1	....	....
		E. S. Coultes	I	3	10 Huron	....	1	....	....
		John D. Campbell	II	1	12 Culross	....	....	1	....
		Jos. Stalker	II	1	10 Kinloss	....	....	1	....
		Ed. W. Bradwin	III	1	3 Culross	....	....	....	1
		Elizabeth A. Sharpe	III	1	4 "	....	....	....	1
		Charlotte Crowston	II	1	6 Kinloss	....	....	....	1
B. H. Cowley, B.A	Carleton	T. A. Colquhoun	I	3	11 Osgoode	1	....	....	....
		J. L. Bryant	I	3	Richmond, V	....	....	....	1
		Thos. E. Gilmore	II	1	5 Gloucester	....	....	....	1
		W. C. McKendry	III	2	3 N. Gower	....	....	....	1
		R. A. A. McConnell	II	2	3 Huntley	....	....	....	1
		Sara Heanin	II	1	7 Nepean	....	....	....	1
		Jas. M. Roxburgh	II	1	20 Osgoode	....	....	....	1
		Jessie Potter	II	2	18 "	....	....	....	1
		Thos. N. Lewis	III	1	6 Marlborough	....	....	....	1
		Hattie Seabrook	II	1	14 Goulbourn	....	....	....	1
N. Gordon	Dufferin	D. Campbell	II	5	Grand Valley V	1	....	....	....
		M. H. Langs	I	6	Shelburne, V	1	....	....	....
		John T. Kidd	II	1	11 Mulmur	....	....	1	....
		Laban Boggs	II	1	4 E. Garafraxa	....	....	....	1

		Ella Wilson	II	1	5	E. Luther				1		
		R. A. Winter	II	2	2	Melancthon			1			
		Minnie Babe	III	1	19	Mono				1		
A. Brown	Dundas	E. Maud Hill	I	6		Winchester, V	1					
		S. W. Hill	I	5		Chesterville, V	1					
		Eli. Robinson	II	2	12	Williamsburg			1			
		L. D. McIntosh	III	2	6	Mountain			1			
		Wm. King	III	1	14	Williamsburg				1		
		Eliza Robinson	III	1	17 & 24	"				1		
		Wm. N. Wright	II	2	18 & 1	"				1		
		L. Minnie Ker	II	2	4	Winchester				1		
		P. A. McIntosh	III	1	12	Mountain				1		
		Wm. Beggs	III	1	22	"				1		
W. E. Tilley, M.A., Ph.D	Durham	D. Hampton	II	4		Millbrook, V	1					
		Hugh Simpson	I	3	12	Clarke			1			
		Wm. H. Metcalf	II	2	15	Manvers			1			
		R. F. Blackstock	I	1	1	S Monaghan			1			
		Wm. Argue	III	2	7	Manvers				1		
		T. J. Ryan	III	2	9	"				1		
W. Atkin	Elgin	Wm. Wallis	II	4	5	Aldborough	1					
		Jos. L. Garvin	I	4	6	"	1					
		Edward Witty	II	2		Port Stanley, V		1				
		George Stewart	II	3		Springfield, V		1				
		Edward Wyatt	I	3	11	S. Dorchester		1				
		James W. Brown	II	2	9	Southwold		1				
		John McFadyen	II	2	12	"		1				
		Henry Wing	III	2	13	Dunwich		1				
		Wm. Walker	II	2	2	Bayham			1			
		A. H. Nevills	II	2	18	"			1			
		David Andrews	I	1	10	Dunwich			1			
		Angus McIntyre	III	1	15	Malahide			1			
		J. C. McLennan	III	1	11	Southwold			1			
		C. A. Norman	II	1	9	Yarmouth			1			
		R. F. Whiting	II	2	8	"			1			
		Bertha Sanders	III	1	18	"			1			
		S. R. Armstrong	II	1	2	Aldborough				1		
		L. L. Harrison	III	2	3	"				1		
		Tena Beaumes	III	1	9	"				1		
		Peter McCallum	II	1	12	"				1		
		James Amoss	II	2	16	Bayham				1		
		Jane Brighty	II	1	22	Malahide				1		
		Jessie Blackwood	II	1	1	Southwold				1		
		Ada Walker	III	1	27	Yarmouth				1		
D. A. Maxwell, B.A., LL.B.	Essex, S	Jno. H. Porter, Jr	I	4	4	Tilbury, W	1					
		J. F. Voaden	II	6		Kingsville, V		1				
		C. N. Evans	I	4		Amherstburg, T		1				
		Jas. H. Black	II	3	9	Colchester, S			1			
		F. W. Wegenast	II	1	2	" S				1		
		Harry E. Ricker	III	1	5	" S				1		
		Samuel Beneteau	II	1	1	Sandwich, W				1		
W. Spankie, M. D	Frontenac	Kate Keenan	II	1	2	Pittsburgh				1		

APPENDIX G.—*Continued.*

Name of Inspector.	Jurisdiction.	Name of principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A.	B.	C.	D.
W. Spankie, M.D	Frontenac	L. Hamilton	III	2	12 Portland				1
D. McDiarmid, M.D	Glengarry	Finlay Hood	I	3	Lancaster, V			1	
		Wm. B. McEwan	II	3	12 Charlottenburgh			1	
A. Grier	Grey, E	T. M. Galbraith	III	2	U. 4 Euphrasia			1	
		E. E. Farewell	I	4	Thornbury, T			1	
		T. A. Wright	II	1	U. 5 Collingwood			1	
		D. Forrester	I	2	13 Collingwood				1
		Rosa Black	III	2	U. 5 Euphrasia				1
N. W. Campbell	Grey, S	T. Allan	I	6	Durham, T	1			
		J. W. Brown	I	7	Hanover, V	1			
		Jas. S. Rowe	II	4	Markdale, V		1		
		Geo. W. Slaughter	I	3	5 Artemesia		1		
		J. A. Speers	I	4	Dundalk, V		1		
		W. J. Blakeston	II	2	U. 12 Artemesia and Glenelg			1	
		N. McIntosh	III	1	11 Normanby				1
C. Moses	Haldimand	David Duff	II	4	10 Walpole	1			
		D. T. Aiken	I	2	3 "			1	
		Kate Smith	II	1	16 "				1
S. Phillips, B.A	Haliburton, etc.	A. M. Burchill	I	5	Burk's Falls, V	1			
		H. I. Case	I	2	4 N. Himsworth				1
		D. T. Wright	I	7	Huntsville, V				1
J. S. Deacon	Halton	W. F. Inman	I	8	Milton, T	1			
		A. Baynton	II	6	Burlington, V			1	
		W. J. McClenahan	II	1	3 Nelson				1
		Lily Dales	III	1	12 "				1
		W. F. Seaman	III	1	5 "				1
W. Mackintosh	Hastings, N	E. T. Williams	II	3	4 Marmora				1
J. Johnston	Hastings, S	Robinson A. Morton	II	2	1 Hungerford			1	
		John M. Bell	II	1	3 "			1	
		George Meiklejohn	II	4	Tweed, V			1	
		W. A. Black	II	2	11 Sidney			1	
		M. W. Mott	II	2	12 and 14 Thurlow			1	
		Thos. J. Meagher	III	1	7 Tyendinaga				1
		J. E. Chambers	III	2	13 Hungerford				1
D. Robb	Huron, E	A. H. Musgrove	II	8	Wingham, T	1			
		J. H. Cameron	I	4	Brussels, V		1		
		Alex. McEwan	II	2	4 Turnberry		1		
		Wm. J. Scott	I	4	Blyth, V			1	
		Geo. Spotton	II	2	Wroxeter, V			1	
		Geo. E. McKee	II	2	7 Howick			1	

		A. McAllister	III	2	8 Hullett	....	....	1	....
		John Cook	II	2	5 "	....	....	1	....
		Andrew Scott	II	1	3 Tuckersmith	....	....	1	....
		Douglas Fraser	II	1	9 Turnberry	....	....	1	....
		Maude Wiltse	III	1	2 Grey	....	....	....	1
		E. D. McIntosh	III	1	3 "	....	....	....	1
		Arthur H. Rogers	II	1	4 "	....	....	....	1
		Geo. Dobson	II	2	11 "	....	....	....	1
		Thos. G. Shillinglaw	II	1	9 Tuckersmith	....	....	....	1
		James A. Horton	III	1	10 "	....	....	....	1
		Thos. N. Forsyth	II	1	2 "	....	....	....	1
		Annie McLeod	III	1	9 McKillop	....	....	....	1
J. Elgin Tom	Huron, W	S. J. A. Boyd	I	7	Exeter, V	1	....	....	....
		Wm. Baird	III	2	10 Stanley	....	1	....	....
		Geo. W. Holman	II	2	Bayfield, V	....	....	1	....
		Wm. McKay	II	3	Hensall, V	....	....	1	....
		Geo. Bloomfield	II	3	5 Stephen	....	....	1	....
		Wm. B. Bagshaw	II	2	1 "	....	....	1	....
		Thos. G. Allen	II	2	8 Ashfield	....	....	1	....
		Edward J. Hagan	II	3	7 Hay	....	....	1	....
		Tena F. Hawkins	II	2	1 Ashfield	....	....	....	1
		Sarah McLeod	II	1	3 "	....	....	....	1
		Allan Bowles	II	1	13 "	....	....	....	1
		Mary McLennan	II	1	15 "	....	....	....	1
		Jas. H. Tigert	I	1	2 Colborne	....	....	....	1
		Geo. Baird, Sr	I	1	1 Stanley	....	....	....	1
		W. J. McWil iams	II	1	10 Stephen	....	....	....	1
Rev. W. H. G. Colles	Kent, E	J. C. Hamilton, B.A	II	8	Blenheim, T	1	....	....	....
		Henry Kelly, B.A	II	4	Bothwell, T	1	....	....	....
		P. B. Fetterley	II	4	6 Orford	1	....	....	....
		J. G. Cameron	II	4	Thamesville, V	1	....	....	....
		J. H. Dempster, B.A	II	2	3 & 4 Orford	....	....	1	....
		Otto R. Edwards	II	2	2½ Harwich	....	....	1	....
		Laura Hamil	II	1	7 "	....	....	....	1
		J. R. Newkirk	II	1	9 "	....	....	....	1
R. Park	Kent, W	J. W. Plewes	I	10	Wallaceburg, T	1	....	....	....
		G. A. Millar	I	8	Dresden, T	1	....	....	....
		W. A. Hutton	II	3	Tilbury, V	....	....	1	....
		Gordan Stewart	III	1	11 Dover	....	....	1	....
		Lydia Broadbent	III	1	7 Raleigh	....	....	1	....
		S. C. Irwin	II	2	5 Tilbury, E	....	....	1	....
		John C. Stewart	III	1	11 Chatham	....	....	....	1
		Robt. Brandon	III	1	U. 1 "	....	....	....	1
		H. M. Fleming	III	1	5 Raleigh	....	....	....	1
		Edward Wells	II	1	12 "	....	....	....	1
		Chas. B. Stover	III	1	U. 6 "	....	....	....	1
		W. C. Dainty	II	1	4 Romney	....	....	....	1
		Chas. A. Goodall	III	1	3 S. Tilbury, E	....	....	....	1
		Kate Garrett	II	1	4 " "	....	....	....	1
		Alex. Farquharson	II	1	2 E. " "	....	....	....	1
		Margaret McCornock	II	1	U. 3 Raleigh and Harwich	....	....	....	1

APPENDIX G.—*Continued*

Name of Inspector.	Jurisdiction.	Name of principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A.	B.	C.	D.
C. A. Barnes, M.A	Lambton, E	C. B. Latta	II	5	Alvinston, V	1	...	...	...
		C. H. Barnes	II	2	Arkona, V	...	...	1	...
		N. J. Kearney	II	2	Thedford, V	...	...	1	...
		Neil McLean	II	4	Wyoming, V	...	...	1	...
		Wm. J. Green	II	2	5 Euphemia	...	...	1	...
		J. G. Cochrane	I	1	5 Dawn	...	...	...	1
		Alice Tanner	II	1	10 Warwick	...	...	...	1
		J. W. Walker	II	1	15 "	...	...	...	1
		Frank McCordie	III	1	9 Bosanquet	...	...	...	1
		Chas. E. Johnson	II	1	3 Plympton	...	...	...	1
J. Brebner	Lambton, W	Hugh A. Beaton	II	5	Oil Springs, V	1	...	...	...
		J. B. Colton	II	3	11 Moore	...	...	1	...
		Thos. Jarrott	II	2	18 "	...	...	1	...
		Jas. J. Wilson	II	2	17 Enniskillen	...	...	1	...
		C. M. Brightwell	II	2	2 Moore	...	...	...	1
		Gertrude Grant	II	2	8 Sombra	...	...	...	1
F. L. Michell, M.A	Lanark	Robt. Beatty	II	5	Lanark, V	1	...	...	...
		Mima Ellis	II	3	4 Pakenham	...	1	...	...
		Mary E. Sparrow	II	2	3 Bathurst	...	...	...	1
		Edith M. Butler	II	1	3 Beckwith	...	...	...	1
Wm. Johnston, M.A	Leeds No. 1	D. Hicks, B.A	I	3	4 N. Crosby	...	1	...	...
		J. H. Holbrook	I	3	Newboro', V	...	1	...	...
		R. Hanna	II	2	5 S. Crosby	...	...	1	...
		W. H. Foster	II	2	8 Leeds and Lansdowne, R	...	...	1	...
		Geo. Mitchell	III	2	9 " " F	...	...	...	1
T. A. Craig	Leeds and Grenville	Grant Cooper, B.A	...	5	Merrickville, V	1	...	...	...
		Samuel Mars	II	2	15 Edwardsburg	...	...	1	...
		W. G. Carpenter	III	2	17 Augusta	...	...	1	...
		Geo. Conley	II	6	Cardinal, V	...	...	1	...
		W. H. Tackaberry	I	2	8 Oxford	...	...	...	1
		Geo. A. Weedmark	II	2	1 & 5 Oxford	...	...	...	1
F. Burrows	Lennox and Addington	J. H. Davidson, B.A	I	3	Bath, V	...	1	...	...
		A. L. Gibson	III	1	1 Amherst Island	...	...	...	1
		Herbert Glover	III	1	19 Ernesttown	...	...	...	1
Jas. B. Grey	Lincoln	Robt. Hanham	III	1	4 Gainsboro'	...	...	...	1
		Edgar Farr	II	1	3 "	...	...	...	1
		Eva Stretton	III	1	9 "	...	...	...	1
		Rachel Swick	II	1	10 "	...	...	...	1
		Isabel Springstead	II	1	7 Caistor	...	...	...	1

		Arthur J. Painter	II	1	2 Louth				1	
P. J. Thompson, B.A	Middlesex, E	Alice Hodgins	II	2	7 N. Dorchester			1		
		Geo. Dale	II	2	6 McGillivray			1		
		Flora McColl	II	1	10 Westminster				1	
		Edith Stanley	III	1	1 London				1	
		Minnie Robinson	III	1	19 "				1	
		Bessie Hobbs	II	1	3 & 10 London and Biddulph				1	
		John C. Currie	III	1	13 Westminster				1	
		John C. Robson	II	2	5 "				1	
		A. S. Morton	II	1	1 London and N. Dorchester				1	
		Ernest Anderson	II	1	4 Delaware				1	
		Margaret McGowan	II	2	7 Biddulph				1	
H. D. Johnson	Middlesex, W	Ida S. Hutton	II	1	U. 2 Adelaide				1	
		Ben. Parker	II	1	U. 1 & 2 Adelaide				1	
		A. F. Demary	III	2	7 Adelaide				1	
		Colin Marshall	III	1	1 E. Williams				1	
		Chas. George	II	1	7 Lobo				1	
		F. C. Dulmedge	II	3	Ailsa Craig, V				1	
J. J. Wadsworth, M.A	Norfolk	Jas. W. Hagan	I	4	Delhi, V		1			
		J. Alexander	II	2	6 Charlotteville		1			
		C. E. Brandow	II	2	2 Middleton			1		
		Nettie McKnight	II	1	9 Walsingham			1		
		Jas. H. Smith	III	1	13 Townsend				1	
		L. E. Fierhiller	II	1	17 "				1	
		James Ross	II	2	19 "				1	
		Edna Hagerman	III	2	18 Charlotteville				1	
		A. C. Smith	III	2	7 Walsingham				1	
		Myra Hagerman	II	1	16 "				1	
A. Odell	Northumberland	Wm. J. Wright, M.A	I	4	2 Percy or Warkworth	1				
		W. W. Gould	II	2	16 & 18 Murray and Brighton				1	
		J. Courtice	III	1	11 Brighton				1	
Jas. McBrien	Ontario, N	R. J. Johnston	II	4	Cannington, V		1			
		J. Givens	II	3	Beaverton, V			1		
		Wm. Fallowedown	II	3	13 Brock			1		
		E. Richardson	II	2	5 Scott			1		
		Marie Cadotte	I	1	7 Mara			1		
		Lizzie Droogan	II	1	4 Brock				1	
		D. McQueen	II	1	U. 4 "				1	
		A. Bingham	III	1	8 "				1	
		Mary McLean	II	1	3 Uxbridge				1	
		Jesse McCuaig	II	1	1 Mara				1	
		Mabel Dickinson	II	2	7 Uxbridge				1	
		Gersham Mason	I	1	3 Mara				1	
		T. P. Hart	II	1	4 "				1	
		Annie Ross	I	1	10 "				1	
		Mary Bradley	III	1	2 Rama				1	
		John Joyce	II	1	6 Mara				1	
		Christine Kelly	III	1	1 Thorah				1	
J. Waugh, B.A., D. Paed	Ontario, S	E. Bradley	III	1	6 E. Whitby				1	
		W. G. Ward	II	1	10 Pickering				1	
W. Carlyle	Oxford	J. E. Hodgson	I	5	Norwich, V	1				

APPENDIX G.—*Continued.*

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A.	B.	C.	D.
W. Carlyle	Oxford	Jas. W. Fraser, B.A.	I	3	Embro, V	....	1	....	...
		Chas. Garthwaite	II	3	6 S. Norwich	....	1	....	....
		Geo. E. Pentland	I	3	24 Blenheim	....	1	....	....
		Jas. Little	I	3	11 "	....	....	1	....
		M. B. Hugill	II	2	5 Dereham	....	....	1	....
		J. Cameron	I	4	U. 13 and 3 E. Zorra and S. Easthope	....	....	1	....
A. Embury	Peel	John Graham	I	4	Bolton, V	1	....	....	...
		David Dix	I	2	U. 21 Toronto and 2 Toronto Gore	....	....	1	....
		Adam C. Wilson	.....	2	15 Caledon	....	....	1	....
		D. H. Marshall	III	1	7 Chinguacousy	....	....	....	1
Wm. Irwin, B.A	Perth	Andrew McBeth	II	3	Milverton, V	....	1	....	.
		Christina Kirk	II	1	1 Blanshard	....	....	....	1
		Maggie Amos	III	1	U. 2 Blanshard and Downie	....	....	....	1
		John A. McFarlane	III	1	6 Elma	....	....	....	1
		Kate Heal, B.A	..	1	2 Fullarton	....	....	....	1
		Alex. Good	II	1	5 "	.	....	....	1
		Eccles Vallance	II	1	U. 6 Logan and Elma	....	....	....	1
		J. Hamwell	II	1	11 Blanshard	....	....	....	1
J. Coyle Brown	Peterborough	W. A. Evans	I	5	Lakefield, V	....	1	....	...
		Thos. J. Wallace	II	2	4 Otonabee	....	....	1	....
		Mary L. Holmes	II	2	3 Dummer	....	....	..	1
W. J. Summerby	Prescott and Russell	S. A. Hitsman	I	3	2 Russell	....	1	....	....
		C. M. Rowe	II	2	Rockland, V	....	....	1	....
		F. S. Eation	III	2	1 S. Plantagenet	....	....	....	1
		G. O. Wood	III	2	3 Cumberland	....	....	....	1
		C. S. Edwards	III	2	5 "	....	....	....	1
J. D. Platt, B.A	Prince Edward	John A. Rundle	I	2	11 Ameliasburgh	....	1	....	....
		W. R. McKibbon	II	2	17 Hillier	....	1	....	..
		J. F. Harvey	III	2	Wellington, V	....	1	....	....
		W. J. Osborne	I	2	7 Hallowell	....	....	1	....
		Mrs. J. S. Palen	II	1	6 N. Marysburgh	....	....	1	....
		E. Vandusen	III	1	12 S. "	....	....	1	....
		Kenneth Beech	III	1	3 Hillier	....	....	....	1
		J. M. Roote	III	1	1 N. Marysburgh	....	....	....	1
		Annie Colliver	III	1	5 "	....	....	....	1
		E. W. Ferguson	III	1	4 Sophiasburgh	....	....	....	1
R. G. Scott, B.A	Renfrew	Garvin A. Lucas	I	3	Eganville, V	...	1	...	....
		Jas. E. McDonald	II	1	2 Brudenell	....	....	1	....
		Geo. E. Fletcher	III	2	6 Ross	....	....	1	....

		Geo. R. Wood	II	2
		Tena McDonald	II	1
		Wm. Sullivan	III	1
		Jeanetta Ross	III	1
		Maggie B. Lett	II	1
		Jos. Sheahan	III	1
		Mary J. O'Reilly	III	1
		Annie J. Stewart	II	2
I. Day, B.A.	E. Simcoe and W. Muskoka	Maggie D. Taylor	III	2
		Sarah Tewkesbury	II	3
		R. G. Nesbitt	II	4
		J. F. Hamilton	III	2
		W. A. Atkinson	III	1
		Chas. Bowes	III	1
		Geo. Chapman	II	2
		E. Deniss	III	1
		Annie Rix	III	1
J. C. Morgan, M.A.	Simcoe, N.	A. McKee	I	10
		M. Johnstone	II	1
		I. Slaughter	II	4
		T. W. Walker	II	1
		I. J. McInerney	II	5
		N. S. Kenny	I	4
Rev. Thos. McKee	Simcoe, S. W.	Wm. Sparks	I	6
		Jas. A. McPherson	II	4
		Jas. A. Brown	I	4
		Thos. Gowan	II	4
		A. N. Scarrow	I	6
		T. E Langford, M.A.	I	4
		Jas. Ed. Holt	II	2
		Wm. L. Kidd	I	2
		Chas. Deering	II	2
		Robt. Little	II	1
		John W. Waldron	III	1
		Thomas J. Ryan	II	1
		Nellie Johnston	II	1
		Neil S. McEachern	II	2
		Geo. Wilson	II	1
		Jno. M. McGuire	III	1
		Thos. Irwin	II	1
		Wm. L. Bradley	I	1
		Geo. Sutherland	II	2
		J. B. Gillesby	1	2
		H. R. McCracken	I	1
		Willard Fife	III	1
		Agnes Neagle	II	1
		John A. Corbett	II	1
A. McNaughton	Stormont	Hiram B. Fetterly	I	3
		Jas. Froats	I	3
		R. A. Baker	III	3
		Edward J. Cleary	III	2

7	Westmeath			1
2	Admaston			
3	"			
8	Bromley			
7	Radcliffe			
4	Ross			
4	Bagot			
1	McNab			
4	"			
7	Medonte		1	
12	Tay		1	
5	Nottawasaga			1
22	"			
1	Humphrey			
4	Medonte			
9	Stephenson			
13	Medonte			
	Midland, T		1	
3	Sunnidale			1
5	Floss			1
4	Sunnidale			
	Penetanguishene, T			
	Prot. Sep. School, Penetanguishene			
	Alliston, T	1		
	Beeton, V	1		
5	Essa	1		
	Creemore, V	1		
	Stayner, T	1		
	Tottenham, V	1		
10	W. Gwillimbury		1	
3	Nottawasaga		1	
10	Innisfil			1
6	"			1
4	Nottawasaga			1
4	Adjala			1
9	W. Gwillimbury			1
10	Essa			1
5	Tossorontio			1
8	"			1
4	"			1
6	"			1
14	Nottawasaga			1
7	Essa			
6	"			
2	Tossorontio			
5	Adjala			
9	Innisfil			
14	Roxborough	1		
3	Finch	1		
4	Osnabruck			1
5	Cornwall			1

APPENDIX G.—*Continued.*

Name of Inspector.	Jurisdiction.	Name of Principal.	Professional Certificate.	No. of Teachers.	Name of School.	Class of School.			
						A.	B.	C.	D.
		Geo. S. Mattice	II	1	9 Osnabruck	....	....	....	1
A. McNaughton	Stormont	Kate M. Sheets	II	1	10 "	....	....	....	1
		Albert E. Bryson	II	4	Bobcaygeon, V	....	1	....	....
J. H. Knight	Victoria, E.	Geo. H. Thomas	II	8	Bracebridge, T	1	....	....	....
H. Reazin	Victoria, W	B. H. Mayher	II	6	Fenelon Falls, V	....	1	....	....
		J. M. Wilson	II	2	Woodville, V	....	1	....	....
		Chas. Lapp	II	2	8 Mariposa	....	....	1	....
		Ed. Mosgrove	II	2	8 Eldon	....	....	1	..
		Duncan McMillan	II	1	1 "	....	....	1	....
		Alex. Hutchinson	II	2	1 Fenelon	....	..	....	1
		John Cundal	II	2	6 "	....	....	....	1
		Thomas Mark	II	2	4 "	....	1	....	....
		I. G. Baker	II	6	Elmira, V	....	....	..	1
Thomas Pearce	Waterloo	J. B. Pomeroy	II	2	7 Woolwich	..	....	....	....
		D. W. McKay	I	4	Port Colborne, V	....	1	....	....
J. H. Ball, M.A	Welland	E. E. Dadson	I	4	Bridgeburg, V	....	1	....	....
		Alex. Ross	II	3	Fort Erie, V	....	1	....	....
		C. E. Hansel	II	3	11 Bertie	....	....	1	....
		Miss M. Edmondston	II	1	3 Pelham	....	....	....	1
		Jas. H. Wright	III	2	U. 3 "	....	....	....	1
		Miss B. Zavitz	III	2	1 Humberstone	....	....	....	1
		N. F. Box	II	2	4 Wainfleet	....	....	....	1
		E. Wade	III	1	11 "	....	....	....	....
		G. A. Campbell	II	4	Drayton, V	1	....	....	....
D. Clapp, B.A	Wellington, N	D. Forsyth	II	8	Palmerston, T	1	....	....	....
		John A. Gray	II	4	Clifford, V	....	....	1	....
		C. Long	II	2	2 Peel	....	....	1	....
		Jas. Corrigill	I	2	7 "	....	....	....	1
		H. N. Awrey	II	4	Erin, V	1	....	....	....
J. J. Craig, B.A	Wellington, S	John Strachan	II	3	9 Eramosa	....	1	....	..
		W. H. Rowan	II	2	6 Erin	....	....	1	....
		W. F. McKenzie	II	1	3 Guelph	....	....	1	....
		N. L. Smith	II	1	2 "	....	....	1	....
		J. G. Gourlay	III	1	5 Pilkington	....	....	....	1
		W. J. Bell	III	1	6 Puslinch	....	....	....	1
		Chas. H. Stewart	II	3	5 Ancaster	....	....	1	....
J. H. Smith	Wentworth	Frank McCallum	I	2	6 "	....	....	1	....
		J. S. Jamieson	III	2	7 Beverly	....	....	1	....
		A. E. Wilcox	II	2	3 Binbrook	....	....	1	....

		Lillie Reid	III	1	6 E. Flamboro'	....	....	1	....
		E. W. Jennings	I	2	4 W. "	....	....	1	....
		Jas. J. Carroll	II	2	2 Glanford	....	....	1	....
		W. G. Patrick	III	1	6 Beverly	....	....	....	1
		W. H. Marcy	III	1	12 "	....	....	....	1
		Wm. Stuart	II	2	1 E. Flamboro'	....	....	....	1
		R. G. Elliott	I	1	7 "	....	....	....	1
		W. H. Henderson	III	2	9 W. "	....	....	....	1
		C. E. Kelly	I	3	3 Saltfleet	....	....	....	1
		Ethel Addy	III	1	7 "	....	....	....	1
A. B. Davidson, B.A	York, N.	Alex. Wilkinson	II	3	14 King	....	....	1	....
		J. T. Power	II	2	5 E. Gwillimbury	....	....	....	1
		Wm. Park	III	3	Sutton, V	....	....	....	1
D. Fotheringham	York, S.	K. Langdon	II	4	Woodbridge, V	1	....	....	....
		Jas. Hand	II	5	Stouffville, V	....	....	1	..
		Wm. Hopkings	II	4	N. Toronto, T	....	....	1	....
		Jas. A. Patullo	II	2	5 Scarboro'	....	....	....	1
		John W. Johnston	I	6	East Toronto, V	....	....	....	1
		W. French	I	2	10 Markham	....	....	....	1
D. McCaig	Algoma, etc.	T. H. Roberts, B.A	I	13	Rat Portage, T	1	....	....	....
		L. A. Green, B.A	I	8	Sault Ste. Marie, T	1	....	....	....
		D. M. Christie	I	3	1 Plummer Additional	....	....	1	....
		John G. Gordon	I	4	Thessalon, T	....	....	....	1
		Jno. B. Stewart	II	2	1 Chapleau	....	....	....	1
Wm. Houston, M.A	Manitoulin Island	R. O. White	I	4	Gore Bay, T	1	....	....	....
Rev. Geo. Grant, B.A	W. Parry Sound & N. Nipissing	A. M. Currie	I	11	Parry Sound, T	1	....	....	....
		J. B. McDougall, B.A	I	8	North Bay, T	1	....	....	....
		F. C. Anderson	....	4	Sudbury, T	....	1	....	....
		P. H. Thibeaudeau	I	3	Mattawa, T	....	....	1	....
		Jno. Urquhart, B.A	I	3	Sturgeon Falls, T	....	....	....	1
		H. A. Snowdon	I	4	2 McKim	....	....	....	1
J. F. White	R.C.S.S.'s, E. Ontario	Sr. M. Ernestina	....	4	Eganville, V	1	....	....	....
		Sr. St. Andrew	....	3	4 N. Crosby	....	1	....	....
		Sr. St. Augustin	....	3	16 Cornwall	....	....	1	....
		Annie Wallace	II	1	7 Nepean	....	....	....	1
Wm. Prendergast, B.A	R.C.S.S.'s, W. Ontario	Wm. Gallagher	II	5	Mattawa, T	....	1	....	....
		R. L. Gaughan	II	2	3 Mara	....	....	1	....
		Sr. M. Ethelbert	....	4	Amherstburg, T	....	....	....	1
		Sr. Mary of the Angels	....	3	Tilbury, V	....	....	....	1
		Sr. Columba	....	3	1 E. Sandwich	....	....	....	1
		Mary F. Noonan	II	2	2 Ashfield	....	....	....	1
Total						50	54	125	212

APPENDIX H.—*COUNTY*

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of assistants with 1st class certificates	No. with 2nd class.
1 Athens	Robt. Thompson	I	$700	1896	all except 2 hrs a week		4
2 Barrie	W. J. Hallett	I	900	1893	all day	1	8
3 Beamsville	H. J. Talbot	I	600	1898	"		3
4 Berlin	Jeremiah Suddaby	I	1,100	1877	"	2	7
5 Bracebridge	G. H. O. Thomas	I	750	1885	"		5
6 Bradford	A. Orton	I	750	1888	"	9	4
7 Brampton	A. Barber	I	800	1895	"		9
8 Caledonia	A. B. Shantz	I	700	1895	"	2	3
9 Chatham	J. H. Plewes	I	900	1900	"		8
10 Clinton	W. R. Lough	I	825	1884	"		5
11 Cornwall	John Connolly	I	940	1892	"		10
12 Durham	Thos. Allan	I	700	1888	"	1	3
13 Elora	L. K. Fallis	I	650	1894	"	1	4
14 Forest	Jas. Campbell	I	725	1894	"		5
15 Galt	R. Alexander	I	1,000	1875	"	2	5
16 Gananoque	J. C Linklater	I	1,000	1888	"	2	6
17 Goderich	Robert Stewart	I	700	1900	"	2	10
18 Hamilton	W. W. Charters	B A.	800	1900	"	1	5
19 Ingersoll	H. F. McDiarmid	I	900	1885	"	2	7
20 Kincardine	F. C. Powell	I	850	1877	"		3
21 Kingston	L. E. Staples	M. A.	700	1899	"		9
22 Lindsay	G. E. Broderick	I	1 000	1888	"	2	17
23 London	Geo. B. Kirk	I	1,200	1900	"	1	8
24 Madoc	T. C. Tice	I	700	1897	"	1	5
25 Meaford	M. N. Clark	I	650	1899	5 hours		3
26 Milton	Wm. F. Inman	I	750	1893	all day		4
27 *Minden					"		1
28 Mitchell	J. H. W. McRoberts	I	600	1899	"	1	5
29 Mt. Forest	G. R Theobald	I	700	1900	"		7
30 Morrisburg	A. E. Meldrum	I	800	1895	"	1	4
31 *Napanee	C. H. Edwards	B.A.	750	1899	"	2	7
32 Newmarket	John W. Forhan	I	625	1899	"		5
33 Norwood	Joseph Trappy	I	600	1900	5 hours		5
34 Orangeville	M. N. Armstrong	I	800	1885	all day	1	8
35 Owen Sound	T. A Reid	I	1,000	1894	"		25
36 *Parry Sound	A. M. Currie	I	700	1896	"	2	5
37 Perth	M. M. Jaques	I	1,000	1884	"		8
38 Picton	R. F. Greenlees	I	800	1886	"		7
39 Port Hope	F. Wood	I	1,000	1885	all day		13
40 Port Perry	Alex. McRae	I	800	1877	"	3	2
41 Prescott	A. A. Jordan	I	1,000	1899	"		7
42 Renfrew	W. A. Stickle	I	600	1900	"		5
43 Richmond	J. L. Bryant	I	550	1900	"		3
44 St. Thomas	S. Silcox	B.A., B.Paed.	1200	1900	all exc'pt duties as Ins.	2	6
45 Sarnia	A. Wark	I	950	1877	all day	1	8
46 Simcoe	Isaac S. Rowat	I	800	1889	"	1	7
47 Stratford	J Russell Stuart	I	1,000	1887	all exc'pt duties as Ins.	1	19
48 Strathroy	Thos. Dunsmore	I	850	1882	all day		8
59 Toronto	W. E Groves	I	1,300	1895	"	2	9
50 Toronto Junction	Wm. Wilson	I	1,000	1889	"		11
51 Vankleekhill	Sam J. Keys	I	750	1898	"		4
52 Walkerton	E. J. Rowlands	I	850	1893	"		9
53 Whitby	J. A. Brown	I	950	1877	"	1	2
54 Windsor	G W. Chisholm	I	900	1895	"		8
55 Woodstock	S. Nethercott	I	950	1892	"		29
Total		4 Grad's Bal. I				47	397

* Statistics for preceding year ; no reports received.

MODEL SCHOOLS, 1900

No. with 3rd class.	No. with other class.	Time assistant relieved Principal from public school work daily.	Is separate room provided?	Is there a professional library? No. of volumes.	Government grants.	Municipal grants.	Fees.	No. of divisions in school.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe or teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
.....	.....	all day.	yes.	75	$150	$150	$160	4	4	8	6 wks	6½ wks
.....	.....	"	"	59	150	150	100	8	8	2 or 3	6 "	6 "
.....	.....	"	"	92	150	150	130	4	4	7	6 "	6 "
3	....	"	"	*150	150	150	45	10	10	2 or 3	6 "	6 "
1	.....	"	"	*130	300	.....	55	9	7	5	5 "	6 "
.....	.....	"	"	*67	150	150	90	4	4	5	6 "	6 "
.....	.....	"	"	100	150	250	95	10	10	4	6 "	8 "
.....	.....	"	"	165	150	150	35	4	4	2	6 "	6 "
1	.....	"	"	310	150	150	135	11	11	3	2 "	5 "
.....	1	"	"	60	150	150	115	7	7	3 or 4	6 "	6 "
.....	.....	"	"	150	150	150	127	11	8	3	6 "	6 "
.....	3	"	"	50	150	150	35	7	5	2 to 7	6 "	8 "
.....	.....	"	"	75	150	150	90	5	5	4	7 "	9 "
.....	.....	"	"	65	150	150	75	6	5	3	7 "	7 "
1	.....	"	"	*64	150	.....	55	9	8	11 or 4	5 "	8 "
3	.....	"	"	69	150	150	30	12	6	2	6 "	7 "
.....	.....	"	"	50	150	150	115	12	12	4	4 "	5 "
1	1	"	"	650	150	150	140	8	7	2	5½ "	5½ "
3	.....	"	"	56	150	150	45	13	10	3	6 "	7 "
3	.....	"	"	66	150	150	50	6	6	3	7 "	7 "
.....	1	"	"	150	150	150	130	9	9	4	6 "	6 "
.....	.....	"	"	60	150	150	85	19	9	2	5 "	7 "
.....	.....	"	"	50	150	89	160	10	9	4	2 "	4 "
.....	.....	"	"	44	150	250	81	6	6	2 or 3	6 "	6 "
4	.....	5½ hrs.	"	57	150	150	55	8	8	3	6 "	9 "
2	.....	all day	"	62	150	200	45	7	5	3	6 "	6 "
1	.....	"	"	54	150	150	75	3	3	8	6 "	6½ "
1	.....	"	"	60	150	150	95	7	7	3	6 "	6 "
1	.....	"	"	71	150	150	140	9	8	3 or 4	6 "	6 "
2	.....	"	"	72	150	150	100	7	6	3 or 4	7 "	7 "
.....	.....	"	"	90	150	.....	.....	10	7	2	7 "	7 "
.....	.....	"	"	55	150	175	60	6	6	2	6 "	6 "
.....	.....	5 hrs.	"	50	150	150	80	5	5	4	1 mo.	1¾ mos
.....	.....	all day	"	68	150	150	95	9	9	2	7 wks	7 wks
1	.....	.....	"	90	150	150	90	26	11	2	6 "	7½ "
.....	2	all day	"	62	300	.....	105	9	7	4	6 "	8 "
.....	1	"	"	68	150	150	5	10	10	5	6 "	7 "
.....	.....	"	"	*60	150	150	65	8	8	3	5 "	6 "
2	.....	all day	"	110	150	200	145	15	12	3	6 "	6 "
2	.....	"	"	75	150	150	100	6	6	4	6 "	7 "
.....	.....	"	"	78	150	150	60	7	6	2	6 "	6 "
2	.....	"	"	63	150	150	105	8	7	3	5 "	7 "
.....	.....	"	"	61	150	500	30	3	3	4 or 5	2½ "	3 "
3	.....	.....	"	85	150	150	155	11	11	3	6 "	6 "
.....	.....	.....	"	60	150	150	85	9	9	3	6 "	6 "
.....	.....	all day	"	135	150	150	70	8	8	2	7 "	8 "
3	.....	.....	"	200	150	150	150	23	23	3	6 "	6 "
.....	.....	all day	"	76	150	150	85	9	9	2	6 "	6 "
.....	3	"	"	194	150	150	175	12	11	12 or 2	2 "	5 "
.....	.....	"	"	75	150	150	90	11	11	2	6 "	6 "
.....	.....	"	"	60	150	200	65	4	4	3	6 "	7 "
.....	.....	"	"	45	150	150	100	9	9	2 or 3	6 "	6 "
.....	.....	"	"	79	150	150	45	7	7	3	6 "	7 "
1	3	"	"	30	150	150	85	8	8	2 or 3	7 "	7 "
.....	.....	"	"	*115	150	150	110	30	20	2	6 "	8 "
.....	.....											
41	15	.....	.....	5,267	$8,550	$8,314	$4,843	.....	.....	.....	.....	.....

APPENDIX H.—*COUNTY*

Name of Model School.	Number of weeks students teach in the divisions.	Number of hours per day.	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	Time students remain in a division before passing to another.	Number of students on roll.
1 Athens	7	1½	11	20	59	20 min.	2 days	32
2 Barrie	8	1 to 1½	18	22	25	20 "	1 week	21
3 Beamsville	7	1½	9	15	44	20 "	8½ days	26
4 Berlin	6	1¾	16	12	16	20 "	4 "	9
5 Bracebridge	6	2	16	20	16	15 "	2 "	13
6 Bradford	7	3	10	16	28	20 "	1 week	18
7 Brampton	6	1½	20	25	25	20 "	4 days	20
8 Caledonia	7	1	8	18	16	20 "	1 week	7
9 Chatham	4	1	15	28	3	20 "	2 days	27
10 Clinton	5	⅔	15	20	11	18 "	3 "	23
11 Cornwall	6	1	16	18	25	20 "	1 week	22
12 Durham	4	1	12	20	12	20 "	2 days	7
13 Elora	4	1¼	14	18	23	17 "	2 "	18
14 Forest	6	1	11	18	25	20 "	1 week	15
15 Galt	4	1½	14	20	16	20 "	1 day	11
16 Gananoque	6	⅔	14	22	10	20 "	1 week	6
17 Goderich	6	1¾	10	18	2	20 "	4 days	24
18 Hamilton	8	2	100	22	8	25 "	1 week	28
19 Ingersoll	5	1¼	14	20	10	20 "	5 days	9
20 Kincardine	7	1⅓	14	25	18	25 "	2 "	10
21 Kingston	6	2⅓	32	20	17	20 "	1 week	25
22 Lindsay	5	1¼	20	20	20	20 "	2 days	17
23 London	8	1⅓	14	35	25	20 "	1 day	32
24 Madoc	5	1⅓	15	18	18	20 "	3 days	15
25 Meaford	4	1½	12	20	18	25 "	1 "	11
26 Milton	6	1	17	24	13	20 "	1 week	9
27 Minden	6½	1½	10	15	24	16 "	1 "	16
28 Mitchell	7	1¼	9	21	45	20 "	4 days	19
29 Mt. Forest		1⅔	17	17	3	22 "	2 "	28
30 Morrisburg	5	1½	14	15	24	22 "	1 week	24
31 Napanee	6	1⅓	9	20	22	25 "	1 day	26
32 Newmarket	6	1	12	22	18	25 "	1 week	12
33 Norwood	5	⅔	12	14	19	20 "	2 days	16
34 Orangeville	6	⅔	18	25	26	20 "	1 week	19
35 Owen Sound	4½	1	16	18	20	20 "	2 days	18
36 Parry Sound	4	3	14	20	30	20 "	1 "	21
37 Perth	6	1⅓	20	21	41	20 "	1 "	39
38 Picton	5	1	13	21	17	20 "	3 "	14
39 Port Hope	6	⅔	18	16	26	20 min.	1 week	29
40 Port Perry	6	1¼	6	20	25	20 "	5 days	20
41 Prescott	6	1	10	20	24	25 "	1 week	12
42 Renfrew	6	⅔	17	18	22	20 "	1 "	21
43 Richmond	6	1⅓ to 2	7	32	59	25 "	4 days	13
44 St. Thomas	7	1⅓	12	22	52	20 "	3 "	32
45 Sarnia	7	1¼	22	23	17	20 "	4 "	17
46 Simcoe	4	1½	12	20	23	25 "	2 "	14
47 Stratford	6	1¼	60	27	14	20 "	1 week	31
48 Strathroy	6	⅔ to 1	24	28	20	20 "	4 days	17
49 Toronto	5	⅔	11	19	33	20 "	1 "	35
50 Toronto Junction	6	⅔	14	18	24	20 "	3 "	18
51 Vankleekhill	5	3	13	15	15	20 "	1 week	13
52 Walkerton	6	2½	19	18	18	20 "	4 days	20
53 Whitby	6	1¼	18	29	15	20 "	1 week	9
54 Windsor	8	1¼	12	30	37	20 "	1 "	15
55 Woodstock	5	1	20	20	20	20 "	4 days	22
Total								1,015

MODEL SCHOOLS, 1900 —(Concluded).

Male.	Female.	Number who passed final examination. Male.	Female.	Total.	Number with Senior Leaving standing.	Number with Junior Leaving standing.	Number with Primary standing.	Number with P. S. I. standing, (District.)	Allowance made by trustees to principal's assistant.	Number of renewals granted by the board.	Average age of students.
13	19	12	18	30	3	25	4	.....	$120	7	19½ yrs.
7	14	7	14	21	1	16	2	2	.....	.....	19⅔ "
4	22	4	22	26	1	24	1	.....	125	12	21 "
5	4	3	4	7	.....	7	2	.....	25	5	18⅝ "
2	11	2	9	11	.....	4	1	8	168	22	19 "
5	13	4	13	17	.....	16	.....	2	125	.....	19 "
5	15	5	11	16	2	18	.....	.....	133	2	20 "
3	4	3	4	7	.....	7	.....	.....	100	3	19 "
7	20	7	20	27	3	24	.....	.....	160	35	19⅜ "
7	16	7	16	23	7	13	3	.....	96	7	19¾ "
5	17	5	16	21	.....	21	1	.....	150	17	19 "
4	3	4	3	7	3	2	.....	2	125	17	19 "
9	9	9	9	18	3	15	.....	.....	130	.....	19 "
6	9	6	9	15	.....	15	.....	.....	125	.....	19 "
4	7	2	7	9	1	9	1	.....	169	.....	19 6/17 "
2	4	2	4	6	1	5	.....	.....	150	.....	20 "
12	12	12	12	24	1	22	1	.....	150	6	19½ "
6	22	5	15	20	6	19	2	1	240	12	19⅔ "
2	7	2	7	9	2	6	1	.....	.....	.....	19 "
5	5	4	5	9	1	9	.....	.....	135	8	19 1/10 "
9	16	9	16	25	1	24	.....	.....	99	13	18⅝ "
9	8	9	8	17	2	15	.....	.....	.....	14	18 7/16 "
10	22	10	22	32	6	24	2	.....	†210	4	19⅕ "
6	9	6	9	15	.....	15	.....	.....	140	41	18⅝ "
5	6	5	6	11	2	9	.....	.....	100	1	18 5/17 "
3	6	3	6	9	2	6	1	.....	110	6	19⅔ "
1	15	1	15	16	.....	.....	1	15	88	9	20 "
11	8	9	7	16	2	17	.....	.....	125	.....	19½ "
11	17	11	17	28	3	25	.....	.....	25	5	19 "
6	18	6	18	24	3	18	3	.....	150	17	19¼ "
2	24	2	24	26	3	11	.....	12	200	10	18 6/11 "
5	7	3	7	10	2	8	2	.....	125	.....	19 "
6	10	6	10	16	2	13	1	.....	130	.....	19 "
6	13	6	13	19	1	17	1	.....	135	17	19 "
3	15	2	15	17	2	16	.....	.....	.....	7	19 "
4	17	4	17	21	.....	2	.....	19	200	17	19 "
12	27	12	27	39	4	33	2	.....	135	8	19 "
4	10	4	10	14	3	7	4	.....	135	8	19¾ "
8	21	8	18	26	3	23	3	.....	.....	22	18½ "
6	14	6	13	19	3	15	2	.....	140	5	19 "
7	5	7	5	12	1	9	2	.....	150	10	18 "
6	15	6	14	20	2	19	.....	.....	125	24	18⅘ "
8	5	8	5	13	2	11	.....	.....	150	.....	19 "
15	17	14	17	31	4	26	2	.....	.....	15	19 "
3	14	3	14	17	1	14	2	.....	.....	1	19 3/17 "
7	7	5	7	12	1	11	2	.....	160	8	19⅔ "
14	17	11	16	27	3	27	1	.....	.....	10	20 "
7	10	7	10	17	6	11	.....	.....	175	7	19 "
.....	35	.....	35	35	1	34	.....	.....	590	21	19⅛ "
5	13	5	13	18	4 & 1 B.A.	13	.....	.....	200	.....	19 "
6	7	6	7	13	.....	12	1	.....	130	14	20 "
6	14	6	14	20	1	19	.....	.....	130	10	19 "
5	4	5	4	9	3	6	.....	.....	125	5	19 "
7	8	7	8	15	3	11	1	.....	140	8	19 "
10	12	10	12	22	2	20	.....	.....	.....	.....	19 8/10 "
346	699	327	677	1,004	114	818	52	61	.....	.....	19 19

†And $30 each to 8 assistants.

APPENDIX H.—*COUNTY*

Name of Model School.	Number of weeks students teach in the divisions.	Number of hours per day.	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	Time students remain in a division before passing to another.	Number of students on roll.
1 Athens	7	1½	11	20	59	20 min.	2 days	32
2 Barrie	8	1 to 1½	18	22	25	20 "	1 week	21
3 Beamsville	7	1½	9	15	44	20 "	3½ days	26
4 Berlin	6	1¾	16	12	16	20 "	4 "	9
5 Bracebridge	6	2	16	20	16	15 "	2 "	13
6 Bradford	7	3	10	16	28	20 "	1 week	18
7 Brampton	6	1½	20	25	25	20 "	4 days	20
8 Caledonia	7	1	8	18	16	20 "	1 week	7
9 Chatham	4	1	15	28	3	20 "	2 days	27
10 Clinton	5	⅔	15	20	11	18 "	3 "	23
11 Cornwall	6	1	16	18	25	20 "	1 week	22
12 Durham	4	1	12	20	12	20 "	2 days	7
13 Elora	4	1¼	14	18	23	17 "	2 "	18
14 Forest	6	1	11	18	25	20 "	1 week	15
15 Galt	4	1½	14	20	16	20 "	1 day	11
16 Gananoque	6	⅔	14	22	10	20 "	1 week	6
17 Goderich	6	1¾	10	18	2	20 "	4 days	24
18 Hamilton	8	2	100	22	8	25 "	1 week	28
19 Ingersoll	5	1¼	14	20	10	20 "	5 days	9
20 Kincardine	7	1⅔	14	25	18	25 "	2 "	10
21 Kingston	6	2½	32	20	17	20 "	1 week	25
22 Lindsay	5	1¼	20	20	20	20 "	2 days	17
23 London	8	1⅓	14	35	25	20 "	1 day	32
24 Madoc	5	1⅔	15	18	18	20 "	3 days	15
25 Meaford	4	1½	12	20	18	25 "	1 "	11
26 Milton	6	1	17	24	13	20 "	1 week	9
27 Minden	6½	1½	10	15	24	16 "	1 "	16
28 Mitchell	7	1¼	9	21	45	20 "	4 days	19
29 Mt. Forest	.....	1⅔	17	17	3	22 "	2 "	28
30 Morrisburg	5	1½	14	15	24	22 "	1 week	24
31 Napanee	6	1⅙	9	20	22	25 "	1 day	26
32 Newmarket	6	1	12	22	18	25 "	1 week	12
33 Norwood	5	⅔	12	14	19	20 "	2 days	16
34 Orangeville	6	⅔	18	25	26	20 "	1 week	19
35 Owen Sound	4½	1	16	18	20	20 "	2 days	18
36 Parry Sound	4	3	14	20	30	20 "	1 "	21
37 Perth	6	1⅓	20	21	41	20 "	1 "	39
38 Picton	5	1	13	21	17	20 "	3 "	14
39 Port Hope	6	⅔	18	16	26	20 min.	1 week	29
40 Port Perry	6	1¼	6	20	25	20 "	5 days	20
41 Prescott	6	1	10	20	24	25 "	1 week	12
42 Renfrew	6	⅔	17	18	22	20 "	1 "	21
43 Richmond	6	1½ to 2	7	32	59	25 "	4 days	13
44 St. Thomas	7	1½	12	22	52	20 "	3 "	32
45 Sarnia	7	1¼	22	23	17	20 "	4 "	17
46 Simcoe	4	1¼	12	20	23	25 "	2 "	14
47 Stratford	6	1¼	60	27	14	20 "	1 week	31
48 Strathroy	6	⅔ to 1	24	28	20	20 "	4 days	17
49 Toronto	5	¾	11	19	33	20 "	1 "	35
50 Toronto Junction	6	⅔	14	18	24	20 "	3 "	18
51 Vankleekhill	5	3	13	15	15	20 "	1 week	13
52 Walkerton	6	2¼	19	18	18	20 "	4 days	20
53 Whitby	6	1¼	18	29	15	20 "	1 week	9
54 Windsor	8	1¼	12	30	37	20 "	1 "	15
55 Woodstock	5	1	20	20	20	20 "	4 days	22
Total	.....	.....	.....	.....	.....	.....	.....	1,015

MODEL SCHOOLS, 1900 —(Concluded).

Male.	Female.	Number who passed final examination. Male.	Female.	Total.	Number with Senior Leaving standing.	Number with Junior Leaving standing.	Number with Primary standing.	Number with P. S. L. standing, (District.)	Allowance made by trustees to principal's assistant.	Number of renewals granted by the board.	Average age of students.
13	19	12	18	30	3	25	4	.....	$120	7	19½ yrs.
7	14	7	14	21	1	16	2	2	.....	.....	19 2/3 "
4	22	4	22	26	1	24	1	.....	125	12	21 "
5	4	3	4	7	.....	7	2	.....	25	5	18 5/6 "
2	11	2	9	11	.....	4	1	8	168	22	19 "
5	13	4	13	17	.....	16	.....	2	125	.....	19 "
5	15	5	11	16	2	18	.....	.....	133	2	20 "
3	4	3	4	7	.....	7	.....	.....	100	3	19 "
7	20	7	20	27	3	24	.....	.....	160	35	19 3/5 "
7	16	7	16	23	7	13	3	.....	96	7	19 1/4 "
5	17	5	16	21	.....	21	1	.....	150	17	19 "
4	3	4	3	7	3	2	.....	2	125	17	19 "
9	9	9	9	18	3	15	.....	.....	130	.....	19 "
6	9	6	9	15	.....	15	.....	.....	125	.....	19 "
4	7	2	7	9	1	9	1	.....	169	.....	19 6/11 "
2	4	2	4	6	1	5	.....	.....	150	.....	20 "
12	12	12	12	24	1	22	1	.....	150	6	19½ "
6	22	5	15	20	6	19	2	1	240	12	19 3/5 "
2	7	2	7	9	2	6	1	.....	.....	.....	19 "
5	5	4	5	9	1	9	.....	.....	135	8	19 1/10 "
9	16	9	16	25	1	24	.....	.....	99	13	18 3/5 "
9	8	9	8	17	2	15	.....	.....	.....	14	18 7/10 "
10	22	10	22	32	6	24	2	.....	†200	4	19 1/2 "
6	9	6	9	15	.....	15	.....	.....	140	41	18 4/5 "
5	6	5	6	11	2	9	.....	.....	100	1	18 5/11 "
3	6	3	6	9	2	6	1	.....	110	6	19 3/5 "
1	15	1	15	16	.....	.....	1	15	88	9	20 "
11	8	9	7	16	2	17	.....	.....	125	.....	19½ "
11	17	11	17	28	3	25	.....	.....	25	5	19 "
6	18	6	18	24	3	18	3	.....	150	17	19¼ "
2	24	2	24	26	3	11	.....	12	200	10	18 3/5 "
5	7	3	7	10	2	8	2	.....	125	.....	19 "
6	10	6	10	16	2	13	1	.....	130	.....	19 "
6	13	6	13	19	1	17	1	.....	135	17	19 "
3	15	2	15	17	2	16	.....	.....	.....	7	19 "
4	17	4	17	21	.....	2	.....	19	200	17	19 "
12	27	12	27	39	4	33	2	.....	135	8	19 "
4	10	4	10	14	3	7	4	.....	135	8	19 3/4 "
8	21	8	18	26	3	23	3	.....	.....	22	18 1/3 "
6	14	6	13	19	3	15	2	.....	140	5	19 "
7	5	7	5	12	1	9	2	.....	150	10	18 "
6	15	6	14	20	2	19	.....	.....	125	24	18 4/7 "
8	5	8	5	13	2	11	.....	.....	150	.....	19 "
15	17	14	17	31	4	26	2	.....	.....	15	19 "
3	14	3	14	17	1	14	2	.....	.....	1	19 3/17 "
7	7	5	7	12	1	11	2	.....	160	8	19 2/3 "
14	17	11	16	27	3	27	1	.....	.....	10	20 "
7	10	7	10	17	6	11	.....	.....	175	7	19 "
.....	35	.....	35	35	1	34	.....	.....	590	21	19 1/3 "
5	13	5	13	18	4 & 1 B.A.	13	.....	.....	200	.....	19 "
6	7	6	7	13	.....	12	1	.....	130	14	20 "
6	14	6	14	20	1	19	.....	.....	130	10	19 "
5	4	5	4	9	3	6	.....	.....	125	5	19 "
7	8	7	8	15	3	11	1	.....	140	8	19 "
10	12	10	12	22	2	20	.....	.....	.....	.....	19 8/10 "
346	699	327	677	1,004	114	818	52	61	.....	.....	19 19

†And $30 each to 8 assistants.

APPENDIX I.—*Concluded.*

Name of school.	Entrance examination, June, 1900.		Name of school.	Entrance examination, June, 1900.	
	Examined.	Passed.		Examined.	Passed.
Randwick	6	6	Tiverton	21	9
Rat Portage	52	29	Tottenham	25	15
Richmond	63	16	Tweed	36	30
Ridgeway	30	16	Uptergrove	24	13
Ripley	17	10	Wallaceburg	57	35
Rockton	34	21	Warkworth	28	10
Rockwood	19	11	Waubaushene	26	13
Rodney	28	5	Webbwood	5	3
Rosemont	9	4	West Lorne	23	8
Russell	18	7	Westport Separate School	23	10
Sault Ste. Marie	34	28	West Winchester	114	50
Schomberg	13	7	Wheatley	18	9
Selkirk	32	16	Wilkesport	13	2
Sharbot Lake	18	9	Wingham	58	32
Shelburne	38	29	Woodbridge	19	6
South Finch	45	20	Woodville	13	4
South Mountain	39	14	Wolfe Island	22	10
Sparta	25	7	Wooler	24	19
Spencerville	23	7	Wroxeter	33	21
Springfield	25	8	Wyoming	46	24
St. George	13	12	Zephyr	20	8
St. Helen's	14	9	Zurich	28	14
Stayner	35	22			
Stoney Creek	25	15	**Summary.**		
Strabane	22	10			
Stroud	22	12	Collegiate Institutes	5,423	3,397
Sturgeon Falls	11	5	High Schools	5,460	3,234
Sudbury	34	12	Other Places	5,533	2,943
Sutton West	24	13			
Tara	42	24	Grand total	16,416	9,574
Tecumseth	19	6			
Teeswater	26	10			
Thamesville	42	20	**Comparison with June, 1899.**		
Thedford	16	10			
Thessalon	13	8			
Thornbury	46	32	Increase	107	
Tilbury Centre	29	17	Decrease		1,030

APPENDIX K.—*DEPARTMENTAL LIBRARY, 1900.*

Report of the Librarian of the Education Department for the Year 1900.

To the Honourable Richard Harcourt, M.A., Q.C., Minister of Education for Ontario.

The following is my Report of the operations of the Library of this Department for the year 1900 :

I.—The Ordinary Business Operations of the Library Consists :

1. In the giving out for a specified time of books on Education and kindred subjects, which form the subjects of instruction in the Normal and Model Schools directly connected with the Department here in Toronto. These books are given out to the students of the Normal School, and various other books on a variety of subjects to teachers generally and to other persons who make special requests for particular books, in terms of the Official Regulations for the government of the Library. A record of each book thus given out is made in a Register prepared for such purpose, in which the parties borrowing sign their names in the form of a receipt and as a guarantee that they will return the book in a given time and in good order. In case of damage, the book is either paid for or a new one given in its place.

2. The selection and the purchase of books is entirely under the personal control of the Minister. In special cases only are reports on particular books required from the Librarian.

3. The binding of books, periodicals and leading newspapers is done through the Library.

4. The preparation of Catalogues, their revision and the noting down in a book all purchase of books is part of the ordinary duties of the Library.

5. Miscellaneous matters, including the furnishing of special information in regard to historical and other matters, and the examination of bills and accounts and certifying them for payment.

II.—Special Records of the Work of the Library for 1900.

1. *Record of the number of books given out in the year named :*

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Given out in month of January	159	334	375	354	573	699	608	484	526
" " February	431	764	609	804	1,040	1,370	928	868	948
" " March	617	944	585	1,034	1,270	1,702	1,393	1,158	1,454
" " April	467	897	991	627	1,021	1,111	882	848	766
" " May	546	814	694	633	843	923	969	895	911
" " June	332	461	332	354	400	609	677	518	540
" " July	69	54	47	223	32	254	265	256	231
" " August	100	97	48	100	16	184	233	329	224
" " September	526	370	344	415	295	514	410	489	432
" " October	1,263	1,148	1,010	1,130	1,170	1,200	1,043	1,018	1,312
" " November	1,136	1,004	1,039	1,063	1,268	1,099	1,024	1,034	1,229
" " December	693	559	540	597	752	704	464	549	547
	6,339	7,446	6,614	7,334	8,680	10,369	8,896	8,447	9,120

2. *Number and subjects of the books purchased in the years 1892 1900*

Year.	Volumes.	Subjects.
1892	388	Education. Science. Literature. Text Books. Miscellaneous.
1893	290	
1894	257	
1895	430	
1896	495	
1897	476	
1898	533	
1899	315	

3. *The number of books purchased in 1900 was as follows:*

Subjects.	Volumes.
Pedagogy	23
Science	24
Philosophy and Ethics	5
Industrial and Domestic Science	23
Poetry	18
Fiction	26
Literature	78
Text Books	65
Miscellaneous	13
Total	275

4. *Number of books donated to the Library in 1898, 1899, 1900.*

—	1898.	1899.	1900.
Text Books	49	74	65
Miscellaneous			7
	49	74	72

5. *Newspapers and Magazines received at the Department, 1898-1900.*

Number of daily and weekly newspapers received during 1898 86
" " " " " " 1899 83
" " " " " " 1900 86
" magazines and other periodicals received in 1900 100

6. *Books, Magazines, etc, bound during the years 1892-1900.*

1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
79	109	136	141	98	99	90	94	37

7. *Official Reports on Education in Different Countries received during 1896-1900.*

—	1896.	1897.	1898.	1899.	1900.
From Great Britain and Ireland	28	36	16	28	34
Various Provinces of the Dominion	29	64	61	53	22
Australasia :					
Victoria	2	1	.....	1	1
New South Wales	.....	1	1	1	1
South Australia	.....	.....	.....	1	1
Western Australia	1	1	4	1	1
Queensland	1	1	1	.....	.....
Tasmania	1	2	1	1	.....
New Zealand	13	2	1	14	8
Other British possessions :					
Mauritius	1	.....	.....	.....	2
Cape of Good Hope	1	1	1	1	.....
Natal	1	.....	.....	.....	1
Jamaica	2	2	1	1	.....
Barbados	.....	1	.....	.....	1
British Guiana	1	1	1	1	1
Various States of the American Union	36	47	53	81	47
Miscellaneous :					
Brazil	.....	.....	.....	.....	2
Buenos Ayres	10	.....	10	12	.....
Montevide	11	.....	6	8	.....
Costa Rica	5	1	2	3	4
France	3	8	1	21	10
Germany	.....	.....	1	5	1
Portugal	.....	.....	.....	1	.....
Switzerland	.....	3	.....	2	2
Japan	1	1	1	2	1
Hawaii	.....	.....	1	.....	.....
Argentine Republic	.....	13	2	.....	13
Venezuela	1	.....	.....	.....	.....
Uruguay	.....	13	.....	.....	1
Chili	.....	.....	.....	.....	1
Tota's	148	199	165	238	155

8. *Various Catalogues—Printed and Unprinted.*

1. *Education*.—The catalogue of books relating to various subjects of Education and kindred subjects for the use of students, teachers and others has been reprinted. The present catalogue is a reprint, with large additions, of a catalogue of a more contracted character, printed in 1886.

2. *History of Canada*.—A supplement of the catalogue of our very extensive variety of books on the Dominion of Canada and its various Provinces, printed in 1890, was partly revised in 1899, and can be completed at any time for reprinting, when so desired. The various Historical Societies avail themselves of this collection of historical books—the members of which express themselves greatly pleased with the extent and variety of books in the collection.

3. *Miscellaneous* As stated in my report of 1896, we have Catalogues in manuscript of (1) books on the classics and kindred subjects, (2) of works of art, and (3) of a number of rare text books, dictionaries, etc., presented to the library by the Venerable Dr. Scadding, ex-Master of Upper Canada College.

4. I would again recommend that the revised Catalogue of Books on the various Provinces of the Dominion be reprinted. At present, reference has to be made to the old Catalogue of 1890—since then we have very nearly doubled the number of Books on this most interesting subject—many of them, and especially of the new collection, of rare value. Of this older collection not less than fifty-four volumes were printed before the beginning of the nineteenth century. The Canadian part of the Library is rich in poetry written by persons in the Dominion of Canada.

9.—*Various Kinds of Books in the Departmental Library.*

The following is a general statement of the kind of Books in the Departmental Library, viz:

Canadian History.
British History.
American Colonial History.
United States' History.
Greek and Roman History.
The Fine Arts, and Books on Design.
National Reports on Education.
Law Reports and Treatises.
Canadian Parliamentary Reports and Papers.
Colleges and Various Superior Schools in Ontario.
Teaching in Theory and Practice.
Reference Books (various).
Bound Periodicals and Newspapers.
French Books (various).
Works on Geography, including Atlases.
Natural Science.
Pedagogy and Science of Education.
Miscellaneous Books.

10.—*Historiography.*

(1) *Documentary History of Education in Upper Canada, 1791 1876.*

During this year I have completed the Seventh Volume of this History, bringing our Educational Records down to the year 1847, 1848.

I cannot better summarize the contents of this Seventh Volume of the History than in the following comprehensive words of the Rev. Dr. N. Burwash, Chancellor of Victoria University, in his reference to this Volume in *The Globe* newspaper of this City of the 15th of December, 1900:—

"This Seventh Volume . . . deals with a most important period of our educational history, and its appearance at the present moment seems most opportune. Their is no safer guide to those who have charge of the affairs of state than to keep in view the lessons of history, and especially the trend of its great onward movement.

"The two years covered by this Volume were especially marked by the agitation of the public mind and the conflict of parties which preceded, or accompanied, the settlement of some of our most important constitutional questions. Party feeling ran very high, and even culminated in violence; but the strife proved only to be the price at which we secured the consolidation and perfecting of "Responsible Government," the settlement of the Clergy Reserve Question, the inauguration of Municipal Institutions, and the introduction of our Public School System, followed by the nationalization of our University.

"It would be difficult to find eight years more rich in materials for our constitutional history than the period from 1846 to 1854; and the present Volume takes us right into the midst of its active movement. The fifty years that have since passed enable us to estimate with some accuracy both the significance of the movement and the value of its results. In educational matters the centre of interest lay in two points,—the introduction of Ryerson's new system of Common Schools, and the University Question. The first of these questions affected directly all classes of the population, and called forth strong expressions of public opinion from the municipal bodies of the Province. The main features of the new system were intended to secure the following improvements in the Public Schools:—

"1. Efficient inspection, or superintendence. This was secured through District Superintendents, appointed and paid by the Municipality, then called a District, the whole system being under the direction of the Chief Superintendent of Education.

"2. Qualified teachers. The District Superintendent was authorized to examine and license persons so qualified, and no others were recognized as Teachers.

"3. Efficient support of the Schools. For this purpose the Provincial grant to each school was to be supplemented by an equal amount levied by assessment by the District Municipal Council. The balance of the amount required was levied by the Rate Bill, or by voluntary subscription, from those sending children to the school. The principle of free schools supported by an assessment on the property of the section was rejected by the Legislature.

"4. Local management by the election of Trustees for each section. These Trustees were empowered, under the control of the District Municipal Council, to erect and maintain the schoolhouse at the expense of the people at large, the amount being collected by a school rate on the assessed property of the section.

"5. General attendance. This was promoted by the power given to Trustees to exempt the children of the indigent poor from the school rates. . . .

"The second point of educational legislation, stirring up the conflict of parties, was the University Question. This is perhaps to us of the greatest practical interest, because we seem to be not yet at the end of the difficulty, though apparently within reach of the solution, if we hold fast that whereunto we have attained."

"The original university endowment of 1797 yielded no practical results to the country until the establishment of Upper Canada College in 1829. Even this was not the purpose contemplated by the grant. A University charter was obtained in 1827, but of a thoroughly sectarian character, and, in the next few years, the religious bodies excluded by its provisions had established schools and colleges of their own. When, finally, King's College was opened on the foundation of the Provincial endowment in 1843, two other colleges, Victoria and Queen's, were already in active operation, and Regiopolis was being founded. Then commenced a struggle to reach a truly Provincial and liberally comprehensive provision of university education for the Province, resulting in four attempts at legislation within the next eight years, (1843-1849 inclusive), the last of which alone became law. The conflict involved important political principles, which affected many other questions besides this of the university. On the one side was the liberal principle that the State should be entirely separate from the Church, and the Church independent in its support and work. On the other side was the idea that the State might supervise and assist the work of the Churches which had already taken possession of this field, or might hereafter do so, and combine their separate efforts into a Provincial University System after the model of the London University and the French University System. A minority persisted in the claim for the one church college of an exclusive right to the public endowment, and in doing so wrecked the efforts of the intermediate party, and secured the triumph of the purely secular party in 1849. The later developments of the question do not come under review at present, but the University Bills introduced by the Honourable John A. Macdonald in 1847, and defeated through the defection of the ultra church party, marks an important stage in the history of the question. The defeat of these Bills, or rather their withdrawal, opened the way for the Baldwin Act of 1849, which, notwithstanding subsequent efforts to reverse its full effect, has practically settled an important element of the question. The State endowment was henceforth for a State and non-denominational institution alone, and the complete separation of Church and State in the matter of the withdrawl of all State aid from denominational colleges became only a question of time," [and took place in 1868.]

(2) *School Room Decoration.*

Under the authority of the Minister of Education and with the sanction of the Premier, I prepared an Address, as Historiographer, on the subject of "School Room Decoration in Ontario—Historical and Patriotic" and sent a copy of it in pamphlet form to each of the Historical Societies in the Province. The pamphlet extended to 26 pages and was well illustrated with 25 pictures, descriptive of Canadian scenes and incidents. A copy of this brochure was also sent to each High and Public School Trustee Board in cities, towns and villages, and also to the Inspectors of High and Public Schools in Ontario. From none of these bodies, or individuals, has any reply been received except from Mr. Inspector Phillips of Minden.

In a memorandum on the subject which I prepared for the Minister and the Premier, I suggested that the photographs and other illustrations (named in the accompanying list) be reproduced in photogravеur and published with a revised copy of the address, with a view to show what historical material we had, and available for School Room Decoration in connection with our own Dominion. In my Memorandum I further said :—

"In addition, a few striking illustrations taken from British history (of a national and patriotic kind) might be added to our Canadian illustrations. In a letter (in response to my enquiry) received from my friend, Mr. E. Marston, of Messrs. Sampson, Low, Marston & Co., publishers, London, he suggested the following sources from which such pictures might be obtained, and said:

"I know of nothing finer than the superbly illustrated edition of Green's *Short History of the English People;* also Guizot's *History of England.* There are also several illustrations by Sir John Gilbert and Sydney Hall, and many by the best French artists. . . . From the latter work electros may be obtained. . . ."

In the collection of illustrations which I have obtained are beautifully coloured birds, etc., and other pictures, suitable for grouping purposes in schools.

I have procured the following photographs in Quebec, Montreal, Ottawa, Kingston, Toronto and Winnipeg, of statues and monuments in various parts of the Dominion. If engraved and published, as I have suggested, they would illustrate the artistic side of our historical archives.

1. The Champlain Monument, Quebec.
2. Wolfe's Monument, Plains of Abraham, Quebec.
3. Wolfe and Montcalm Monument, Quebec.
4. The First Missionary Monument, Quebec.
5. Monument aux Braves de 1760, Ste. Foye, near Quebec.
6. The Volunteers' Monument, Montreal.
7. The Maisonneuve Monument, Montreal.
8. The Macdonald Monument, Montreal.
9. The Queen Statue (Royal Victoria Hospital), Montreal
10. The Queen's Statue, Montreal.
11. The Nelson Monument, Montreal.
12. The Foot Guards' Monument, Ottawa.
13. The Cartier Monument, Ottawa.
14. The Macdonald Statue, Ottawa.
15. The Macdonald Statue, Kingston.
16. The Williams Statue, Port Hope.
17. The Ryerson Statue, Toronto.
18. The George Brown Statue, Toronto.
19. The Macdonald Statue, Toronto.
20. The Northwest Volunteers' Monument, Toronto.
21. The Volunteers' Monument, Toronto.
22. The Beaver Dam's Monument.
23. The Laura Secord Crossing.
24. Brock's Monument and Cenotaph, Queenston Heights.
25. The Brant Monument, Brantford.
26. The Lundy Lane Monument.
27. The Volunteers of the Northwest, Winnipeg.
28. The Emigrants' Monument, Grosse Isle.
29. The Young (Life Saving) Monument, St. John, N.B.
30. The Crimean Monument, Halifax.
31. The Macdonald Memorial, St. Paul's Cathedral.
32. The Marquette Monument, Wisconsin.
33. The Father Claud Allonez Monument, Wisconsin.
34. The South African Volunteers' Monument, City Hall, Toronto.
35. The Crystler's Farm Monument.

The School Room Decoration Movement in Ontario.

As an endorsement of this movement, the *Ontario Historical Society* passed the following resolution in June, 1900:

"This Society desires highly to recommend the recent address by Dr. J. George Hodgins to Canadian Historical Societies. The Society wish that as this Address has been widely circulated among Historical Societies and School Boards, it will receive the prompt consideration of each one of these influential bodies which the subject demands."

Dr. J. R. Inch, Chief Superintendent of Education for New Brunswick. "I read your brochure with a great deal of interest. The matter with which it deals is of special importance, and I will make use of it to urge greater attention to this subject in New Brunswick than it has received in the past."

A. H. Mackay, Esq, Chief Superintendent of Education, Nova Scotia, said: "I thank you very cordially for your excellent Address on 'School Room Decoration' You are leading a very important reform. I shall call attention to the teachers to your work at the first favourable opportunity, while I endeavour to impress the necessity of improvement in this direction by legislation."

NOTE. Mr. William Dennis, Managing Director of the *Halifax Herald*, reprinted most of the Address on "School Room Decoration," with its illustrations, and sent a copy of it to every teacher in Nova Scotia. Mr. G. U. Hay, Editor of *The Educational Review* of Saint John, New Brunswick, reprinted part of the Address, with illustrations, in his magazine.

Department of Public Instruction, Quebec.

The Rev. Dr. Shaw brought before the Board, of which he was a member, the subject of "School Room Decoration." It was then resolved that the Committee cordially approves of the recommendations of Dr. Hodgins for the adornment of School Houses with suitable pictures illustrative of the history of the Empire and of the Dominion of Canada.

NOTE The Press generally have been no less hearty in endorsing the movement, especially the Toronto *Globe*, the Montreal *Gazette* the Kingston *Whig*, the Manitoba *Free Press*, the Ottawa *Free Press*, the London *Free Press*, the London *Advertiser*, the Stratford *Beacon*, the St. Thomas *Journal*, the Port Hope *Guide*, the Welland *People's Press*, the Orillia *Packet* and the Thorold *Post*. In the official *Journal of Education*, Nova Scotia, the editor says, under date of December 13th, 1900:

"The illustrations in this pamphlet of 26 pages are good reproductions of many of the best historical pictures and scenes of Canada; and the whole work is a capital exposition of the great value of properly decorated school rooms and well-kept grounds."

Very gratifying letters of commendation of the movement have been received from the Hon. Speaker Bain and other prominent members of the Dominion House of Commons.

J. GEORGE HODGINS.

TORONTO, 21st December, 1900.

APPENDIX L.—*TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS, LITERARY AND SCIENTIFIC INSTITUTIONS, &c.*

REPORT OF S. P. MAY, ESQ., M.D., C.L.H., SUPERINTENDENT OF PUBLIC LIBRARIES, ART SCHOOLS, ETC.

SIR,—I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools, and Scientific Institutions receiving a share of the Government Grant, in the Province of Ontario; as the financial year for Public Libraries which formerly ended on the 30th of April has been changed to the 31st of December, the Report of Public Libraries now submitted is for eight months only, viz., from the 1st of May to the 31st December, 1899.

At the present time there are 433 Public and Free Libraries, Art Schools, Scientific Institutions, etc., receiving Government aid, in operation in this Province.

For eight months of the year ending 31st of December, 1899, the following institutions reported:

Public Libraries (not free)	253
Public Libraries (free)	118
Art Schools, etc.	6
Scientific Institutions, etc.	6
New Libraries and others which did not report before 31st of December, 1900	47
Total	433

The following Public Libraries did not report: Athens, Calabogie, Cheltenham, Coboconk, Colborne, Courtright, Emsdale, Enterprise, Gore Bay, Hastings, Hillsburg, Horning's Mills, Kearney, Melbourne, Mono College, Morewood, Ripley, Shallow Lake, St. Vincent, Trenton, Tweed, Vars, Webbwood.

The following libraries, being closed, have been taken off the official list of Public Libraries: Bishop's Mills, Chalk River, Delaware, Kimberley, Logan, Lucille, Maxville, Mayflower, New Sarum, Richard's Landing, Sudbury, Wabigoon, Walter's Falls.

The following Public Libraries have been incorporated since 1st January, 1900: Amherstburg, Bath, Bunyan, Caistorville, Cobden, Drumbo, Freelton, Haliburton, Kemptville, Madoc, Millgrove, Munster, Nairn Centre, Newbury, New Dundee, Ophir, Port Dover, Powassan, Rosseau, Sarnia, Sprucedale, Sturgeon Falls, Sunnidale (New Lowell P. O.), Wales.

I inspected the following Public and Free Libraries, Art Schools, Literary and Scientific Institutions, etc., during the year: Aberarder, Allan's Mills, Alma, Alton, Ancaster, Baden, Belleville, Berlin, Binbrook, Brampton, Brockville, Caledonia, Cannington, Carleton Place, Cayuga, Chesterville, Cobourg, Dawson, Deseronto, Drayton, Dundas, Enterprise, Forest, Garden Island, Grand Valley, Hagersville, Hamilton Art School, Hamilton Public Library, Hamilton Scientific Association, Hanover, Hespeler, Jarvis, Kars, Kingston Art School, Kingston Public Library, Kirkfield, Lindsay, London Art School, London Public Library, Markham, Merrickville, Metcalfe, Milton, Mitchell, Mono Mills, Mono Road, Nanticoke, Napanee, Napanee Mills (Strathcona P. O.), Newburgh, New Hamburg, Norwich, Norwood, Odessa, Ottawa Art School, Ottawa Field Naturalists' Club, Ottawa French Canadian Institute, Ottawa Literary and Scientific Association, Ottawa St. Patrick's Literary Association, Oxford Mills, Palmerston, Perth, Point Edward, Port Hope, Prescott, Preston, Sarnia, Shakespeare, Smith's Falls, Stratford, Tamworth, Tavistock, Unionville, Vankleekhill, Victora (Caledonia P. O.), Walkerton, Winchester, Woodbridge, Woodville, York.

The following table shows the locality of every Public Library in the Province.

PUBLIC LIBRARIES IN 1899-1900.

Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.
"	Enterprise.
"	Napanee Mills.
"	Newburg.
"	Tamworth.
Algoma	Chapleau.
"	Manitowaning.
"	Marksville.
"	Nairn Centre.
"	Ophir.
"	Port Arthur.
"	Rat Portage.
"	Sault Ste. Marie.
"	Schreiber.
"	Thessalon.
"	Webbwood.
Brant	Brantford.
"	Burford.
"	Glenmorris.
"	Paris.
"	Scotland.
"	St. George.
Bruce	Bervie.
"	Cargill.
"	Chesley.
"	Hepworth.
"	Holyrood.
"	Kincardine.
"	Lion's Head.
"	Lucknow.
"	Mildmay.
"	Paisley.
"	Pinkerton.
"	Port Elgin.
"	Ripley.
"	Riversdale.
"	Southampton.
"	Teeswater.
"	Tara.
"	Tiverton.
"	Underwood.
"	Walkerton.
"	Westford.
"	Wiarton.
Carleton	Carp.
"	Dawson.
"	Kars.
"	Kinburn.
"	Manotick.
"	Metcalfe.
"	Munster.
"	North Gower.
"	Richmond.
Dufferin	Grand Valley.
"	Horning's Mills.
"	Melancthon.
"	Mono Centre.
"	MonoCollege(OrangevilleP.O.)
"	Orangeville.
"	Primrose.
"	Rosemont.
"	Shelburne.
"	Violet Hill.
Dundas	Chesterville.
"	Belmont.
"	Dundela.
"	Inkerman.
"	Iroquois.
"	Morewood.
"	Morrisburg.
Dundas	Winchester.
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
Elgin	Aylmer.
"	Bayham.
"	Dutton.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
"	Shedden.
"	Sparta.
"	Springfield.
"	West Lorne.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Pelee Island.
"	Windsor.
Frontenac	Garden Island.
"	Kingston.
"	Mississippi.
Glengarry	Lancaster.
"	Williamstown.
Grenville	Algonquin.
"	Cardinal.
"	Easton's Corners.
"	Kemptville.
"	Merrickville.
"	North Augusta.
"	Oxford Mills.
"	Prescott.
"	Spencerville.
Grey	Bognor.
"	Chatsworth.
"	Clarksburg.
"	Durham.
"	Dundalk.
"	Flesherton.
"	Holland Centre.
"	Kemble.
"	Hanover.
"	Lake Charles.
"	Markdale.
"	Meaford.
"	Owen Sound.
"	Shallow Lake.
"	St. Vincent.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Caledonia.
"	Cayuga.
"	Cheapside.
"	Dufferin (Clanbrassil P.O.)
"	Dunnville.
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria.
"	York.
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.

Public Libraries.

Counties and Districts.	Cities, Towns and Villages.
Hastings	Belleville.
"	Deseronto.
"	Madoc.
"	Trenton.
"	Tweed.
Huron	Auburn.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Fordwich.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Seaforth.
"	St. Helen's.
"	Wingham.
"	Wroxeter.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Dresden.
"	Duart.
"	Highgate.
"	Tilbury.
"	Tilbury, E. (Valetta P.O.)
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
"	Wheatley.
Lambton	Arkona.
"	Aberarder.
"	Alvinston.
"	Bunyan.
"	Copleston.
"	Courtright.
"	Forest.
"	Oil Springs.
"	Point Edward.
"	Sarnia.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
"	Dalhousie (McDonald's P.O.)
"	Lanark.
"	Pakenham.
"	Perth.
"	Smith's Falls.
Leeds	Athens.
"	Brockville.
"	Gananoque.
"	Mallorytown.
Lennox	Bath.
"	Odessa.
"	Napanee.
Lincoln	Beamsville.
"	Caistorville.
"	Grantham (St. Catharines P.O.)
"	Merritton.
"	Grimsby.
"	Niagara
Lincoln	St. Catharines.
Manitoulin I	Gore Bay.
"	Little Current.
Middlesex	Ailsa Craig.
"	Coldstream.
"	Dorchester.
Middlesex	Glencoe.
"	London.
"	Lucan.
"	Melbourne.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Gravenhurst.
"	Huntsville.
"	Port Carling.
Nipissing	Copper Cliff.
"	Haileybury.
"	North Bay.
"	Sturgeon Falls.
"	Thornloe.
Norfolk	Delhi.
"	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.
"	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Fenella.
"	Gore's Landing.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.
"	Brougham.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
"	Zephyr.
Oxford	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tilsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Burk's Falls.
"	Emsdale.
"	Kearney.
"	Parry Sound.
"	Powassan.
"	Rosseau.
"	South River.
"	Sprucedale.
"	Sundridge.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
"	Bolton.
"	Brampton.
"	Caledon.
"	Cheltenham.
"	Claude.
"	Forks of the Credit.

Public Libraries.

Counties and Districts.	Cities, Towns and Villages.
Peel	Inglewood.
"	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Milverton.
"	Mitchell.
"	Monkton.
"	Palmerston.
"	Shakespeare.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Vankleekhill.
Prince Edward	Bloomfield.
"	Picton.
Rainy River	Dryden.
"	Fort Francis.
Renfrew	Admaston.
"	Arnprior.
"	Burnston.
"	Calabogie.
"	Cobden.
"	Douglas.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
"	Vars.
Stormont	Cornwall.
"	Wales.
Simcoe	Alliston.
"	Angus.
"	Barrie.
"	Beeton.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Midland.
"	Orillia.
"	Penetanguishene.
"	Stayner.
"	Sunnidale (New Lowell P.O.)
"	Tottenham.
Victoria	Bobcaygeon.
"	Cambray.
"	Coboconk.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla.
"	Oakwood.
"	Omemee.
"	Woodville.
Waterloo	Ayr.
"	Baden.
Waterloo	Berlin.
"	Elmira.
"	Floradale.
"	Galt
"	Hawkesville.
"	Hespeler.
"	Linwood.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
"	Nirgara Falls South.
"	Port Colborne.
"	Ridgeway.
"	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Bellwood.
"	Clifford.
"	Drayton.
"	Elora.
"	Erin.
"	Ennotville.
"	Fergus.
"	Glen Allen.
"	Guelph.
"	Harriston.
"	Hillsburg.
"	Morriston.
"	Mount Forest.
"	Rockwood.
Wentworth	Ancaster.
"	Binbrook.
"	Dundas.
"	Freelton.
"	Hamilton.
"	Mill Grove.
"	Lynden.
"	Waterdown.
York	Aurora.
"	Bracondale.
"	Don.
"	Highland Creek.
"	Islington.
"	King.
"	Maple.
"	Markham.
"	Mount Albert.
"	Newmarket.
"	Queensville.
"	Richmond Hill.
"	Scarborough.
"	Stouffville.
"	Thornhill.
"	Toronto.
"	Toronto Junction.
"	Unionville.
"	Vandorf.
"	Weston.
"	Woodbridge.

The above list may be classified as follows :

Public Libraries reporting	253
Free Libraries reporting	118
Public Libraries not reporting	20
Free Libraries not reporting	3
Public Libraries incorporated since 31st December, 1899	24
Total	418

I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for eight months of the year ending 31st December, 1899. (For details see tables A and B):

1. *Classification of Public Libraries Reporting.*

Public Libraries, with libraries, reading rooms, and evening classes..	1
" " " " and reading rooms	118
" " " " only	134
Total	253

2. *Public Libraries—Receipts and Balances on hand.*

The total receipts of Public Libraries was	$64,376 36
Balances on hand	5,338 88

3 *Public Libraries—Expenditure.*

The total expenditure of 253 Public Libraries was	$59,037 48

4 *Public Libraries—Assets and Liabilities.*

Assets of 253 Public Libraries	$373,231 38
Liabilities of 253 Public Libraries	17,845 10

5. *Number of Members in Public Libraries.*

253 Public Libraries have 31,138 members.

6. *Number of Volumes in Public Libraries and number of Volumes issued.*

Number of volumes in 253 Libraries	454,419
Number of volumes issued in 253 Libraries	506,361

7. *Reading Rooms in Public Libraries*

118 Libraries reporting have reading rooms.
11 Libraries reported having periodicals.
129 Libraries subscribed for 2,681 newspapers and periodicals.

8. *Evening Classes in Public Libraries*

One Library had 24 pupils in the drawing courses.

TABLE A.—Receipts, expenditure, etc., of Public Libraries (not free)

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	No. of newspapers and periodicals.	Number of pupils in evening class.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c	$ c.
1 Aberardar	469 55	468 70	85	115	3,154	1,717	28	....	1,716 85	240 00
2 Admaston	117 88	117 01	87	162	1,054	644	.....	....	460 87	.....
3 Alma	116 36	109 15	7 21	103	592	449	.....	....	330 40	.....
4 Allan's Mills	58 99	56 35	2 64	106	363	887	.....	....	302 64	.....
5 Alliston	142 20	142 20	.. ..	126	1,707	1,460	.....	.. .	1,278 05	7 96
6 Almonte	549 01	476 91	72 10	133	3,007	2,510	32	....	3,019 68	.....
7 Ancaster	166 80	152 20	14 60	120	184	73	.....	....	166 60	75 00
8 Angus	45 49	45 49	.....	21	400	301	.....	....	195 00	.....
9 Arkona	345 67	345 65	02	110	1,906	3,080	20	....	1,600 02	190 00
10 Arthur	40 97	38 95	2 02	103	2,615	1,178	19	...	1,811 17	.....
11 Atwood	376 28	338 51	37 77	143	1,043	12,125	.....	....	812 63	180 00
12 Auburn	346 91	346 91	.....	101	799	1,444	13	..	541 33	245 00
13 Aurora	319 41	294 66	24 75	104	2,668	3,680	6	....	3,733 50	1,028 00
14 Baden	225 05	225 05	.....	102	2,557	1,311	17	....	1,482 66	53 34
15 Barrie	499 14	499 14	.....	155	4,242	5,624	28	....	4,625 00	215 55
16 Bayham	117 97	115 09	2 88	105	436	541	.....	....	301 53	.....
17 Beamsville	222 50	191 30	31 20	148	1,799	2,292	.....	....	1,759 79	.....
18 Beaverton	244 88	226 29	18 59	107	1,081	1,396	17	....	924 06	69 18
19 Belleville	1,416 11	1,409 28	6 83	144	4,159	6,396	29	....	3,606 83	638 69
20 Belmont	42 81	42 81	.....	102	1,127	728	.....	....	822 78	23
21 Belwood	169 74	169 74	.....	107	939	1,040	.....	....	788 81	50 00
22 Bervie	85 70	12 89	72 81	104	517	236	.....	....	382 81	.....
23 Binbrook	195 35	193 25	2 10	100	383	329	.....	....	179 15	108 00
24 Blenheim	570 71	540 36	30 35	163	3,139	2,956	22	....	2,618 35	90 00
25 Bloomfield	290 56	290 56	.....	242	1,324	6,621	27	....	1,065 64	61 17
26 Blyth	63 50	13 68	49 82	49	1,379	629	.....	....	676 75	16 66
27 Bobcaygeon	345 59	179 99	165 60	110	2,146	1,762	16	....	1,866 23	.....
28 Bognor	101 00	83 16	17 84	104	1,332	1,418	.....	....	857 84	.....
29 Bolton	240 54	240 54	.....	112	2,473	5,173	19	....	2,038 24	.....
30 Bowmanville	503 83	490 00	13 83	151	2,945	2,774	42	....	3,123 83	80 00
31 Bracebridge	230 45	184 79	45 66	160	2,569	3,136	23	...	2,545 66	37 50
32 Bracondale	244 83	210 66	34 17	100	548	458	.....	....	341 93	125 00
33 Bradford	197 37	187 49	9 88	104	1,991	1,500	.....	....	1,460 78	136 56
34 Bridgeburg	185 05	183 39	1 66	169	542	2,763	.....	....	396 29	43 86
35 Brooklin	320 20	269 14	51 06	138	1,345	1,688	.....	....	519 06	76 72
36 Brougham	30 00	5 00	25 00	100	315	400	.....	....	327 00	.....
37 Burford	270 25	248 41	21 84	117	1,278	1,737	18	....	925 84	.....
38 Burlington	308 81	276 54	32 27	113	1,718	2,206	9	....	1,425 33	83 96
39 Burnstown	78 30	78 30	.....	46	541	475	.....	....	365 00	... ...
40 Cambray	193 90	131 78	62 22	105	434	422	.....	....	353 67	.....
41 Campbellford	242 89	238 57	4 32	168	3,655	2,953	24	....	1,929 32	102 50
42 Cannington	213 54	210 40	3 14	163	1,971	2,787	21	....	1,616 91	.....
43 Cargill	193 84	191 31	2 53	101	1,041	1,425	.....	....	634 91	....
44 Carp	175 34	129 00	46 34	104	845	910	.....	...	628 34	.....
45 Chapleau	476 73	461 36	15 37	104	1,408	1,110	28	....	4,419 20	.....
46 Chatsworth	107 58	107 58	.....	103	2,304	1,551	.....	....	1,582 88	6 43
47 Cheapside	125 25	120 67	4 58	104	1,161	607	.....	....	773 14	.....
48 Claremont	189 96	149 33	40 63	102	1,821	1,314	.....	....	1,304 68	.....
49 Clarksburg	189 54	189 32	22	128	933	1,110	6	....	898 72	25 00
50 Claude	164 86	144 97	19 89	101	2,474	1,267	.....	....	1,794 89	.....
51 Cobourg	1,078 86	647 82	431 04	195	2,332	4,683	29	....	1,671 04	69 00
52 Cold Springs	249 78	231 43	18 35	113	1,012	712	.....	....	898 70	180 00
53 Coldstream	134 07	134 07	.. ...	108	1,200	1,287	25	....	612 00	.....
54 Coldwater	391 20	368 31	22 89	129	1,107	1,366	20	....	710 34	175 00
55 Comber	348 21	331 28	16 93	100	1,249	2,298	22	....	866 93	.....
56 Cookstown	187 50	187 50	.....	103	940	985	.....	....	482 75	27 52
57 Copleston	127 70	127 70	.....	150	606	1,792	.....	....	350 00	90 67
58 Copper Cliff	181 15	147 23	33 92	103	1,004	2,294	.....	...	914 89	.....
59 Dalhousie (McDonald's Corners P.O)	53 70	43 47	10 23	113	347	354	1	....	170 23	.....
60 Dawson	146 79	146 79	.....	150	112	103	.....	....	146 79	108 29
61 Don	160 27	150 65	9 62	110	762	445	2	....	469 96	25 00
62 Dorchester	128 63	115 25	13 38	107	700	975	.....	....	402 58	.....
63 Douglas	119 28	119 28	.....	103	696	1,037	.....	....	410 39	6 34

TABLE A.—Receipts, expenditure, etc., of Public Libraries (not free).—*Continued.*

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	No. of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
64 Dresden	231 91	215 34	16 57	102	1,088	3,184	.....	....	710 11	100 24
65 Dryden	230 96	229 82	1 14	103	523	840	13	....	250 34	23 50
66 Duart	159 20	145 90	13 30	110	2,069	2,063	.....	....	1,415 07	.....
67 Dufferin (Clanbrassil P.O)	125 72	125 59	13	104	1,231	615	.....	....	955 41	.....
68 Dundalk	192 16	190 70	1 46	140	2,352	2,462	.....	....	1,651 46	.....
69 Dundas	754 05	743 12	10 93	175	6,833	3,860	39	....	5,610 92	.....
70 Dundella	12 00	11 68	32	157	196	856	.....	....	42 53	1 85
71 Dungannon	160 55	158 25	2 30	103	1,337	1,337	15	....	698 30	10 00
72 Dunville	211 94	190 90	21 04	115	2,993	4,289	1	....	1,021 41	.....
73 Durham	334 02	131 38	202 64	101	3,855	2,222	28	....	4,052 64	.....
74 Easton's Corners	226 13	226 13	.....	104	879	687	.....	....	623 58	20 08
75 Elmira	137 47	136 13	1 34	105	2,549	1,251	18	....	1,733 65	7 33
76 Elmvale	388 29	388 29	.....	101	966	1,270	15	....	448 04	243 80
77 Elora	304 96	288 51	16 45	117	8,704	4,253	22	....	8,266 45	.....
78 Embro	281 00	281 00	.....	102	4,464	2,454	14		3,733 64	12 06
79 Ennotville	163 94	129 86	34 08	52	2,418	554	.....	....	1,534 08	.....
80 Essex	373 61	357 32	16 29	121	2,184	1,939	22	....	2,081 86	94 91
81 Ethel	90 98	43 80	47 18	60	1,206	471	.....	....	812 44	.....
82 Fenella	79 65	50 55	29 10	43	523	445	.....	....	230 92	.....
83 Fenelon Falls	213 67	213 67	.....	108	3,183	1,623	32	....	2,419 93	95 00
84 Fergus	300 42	268 99	31 43	121	4,441	2,912	15	....	5,562 43	.....
85 Flesherton	187 26	187 26	.....	130	1,182	774	26	....	580 00	88 47
86 Floradale	123 67	118 62	5 05	109	1,670	1,092	.....	....	819 57	.....
87 Fonthill	205 58	202 68	2 90	112	2,267	2,248	15	....	2,112 28	5 00
88 Forks of the Credit	2 25	1 90	35	71	1,246	290	.....	....	860 35	.....
89 Fort Erie	153 77	124 52	29 25	104	2,323	828	.....	....	1,464 70	7 00
90 Fort Francis	465 40	457 87	7 53	104	488	8 8	24	....	599 53	239 92
91 Galt	646 51	592 22	54 29	322	4,462	5,803	40	24	6,304 29	.....
92 Gananoque	532 18	474 24	57 94	120	2,577	6,034	23	....	2,039 81	.....
93 Glen Allen	105 86	94 03	11 83	102	698	492	.....	....	476 04	.....
94 Glenmorris	198 98	162 58	36 40	100	2,063	729	14	....	1,611 38	.....
95 Goderich	251 33	223 83	27 50	149	3,524	5,069	27	....	1,227 50	68 40
96 Gore's Landing	275 80	266 30	9 50	112	469	659	.....	....	439 22	162 82
97 Grimsby	377 85	377 85	.....	119	3,842	2,207	24	....	4,980 78	26 82
98 Haileybury	29 00	26 03	2 97	105	79	13	.....	....	27 97	.....
99 Harrington	258 40	252 01	6 39	104	594	726	.....	....	361 39	65 00
100 Harriston	390 68	390 54	14	130	3,895	1,720	26	....	2,410 14	346 35
101 Harrow	184 15	76 68	107 47	181	546	2,018	.....		441 32	.....
102 Hawkesville	208 74	208 74	.....	112	587	324	.....	....	214 63	145 53
103 Hensall	235 52	218 64	16 88	157	1,399	1,588	.....	....	976 40	100 00
104 Hepworth	127 54	127 48	06	115	819	791	30	....	466 37	.....
105 Hespeler	411 25	172 79	238 46	97	2,949	2,605	22	....	2,752 01	.....
106 Highgate	195 56	101 42	94 14	128	756	2,189	.....	....	604 55	100 35
107 Highland Creek	83 52	82 02	1 50	105	1,487	1,064	.....	....	1,173 15	.....
108 Holland Centre	78 10	77 22	88	105	753	448	.....	....	450 70	.....
109 Holyrood	194 24	193 93	31	103	1,717	3,295	.....	....	1,575 50	75 02
110 Huntsville	340 68	338 25	2 43	102	2,068	3,884	23	....	1,362 43	93 00
111 Inglewood	159 56	159 09	47	101	1,580	1,265	.....	....	1,230 06	37 50
112 Inkerman	48 96	48 96	.....	103	113	.....	.....	....	48 96	21 21
113 Islington	69 27	69 23	04	154	1,161	848	4	....	530 04	.....
114 Jarvis	426 50	423 88	2 62	115	2,518	2,838	19	....	1,057 62	165 65
115 Kars	164 80	158 61	6 19	103	1,375	1,158	.....	....	906 19	.....
116 Kemble	58 06	49 78	8 28	107	148	330	3	..	58 06	28 25
117 Kinburn	159 27	155 41	3 86	126	1,111	1,201	.. ..	....	644 72	28 50
118 Kincardine	283 80	279 23	4 57	179	4,226	7,032	26	....	3,709 57	286 00
119 King City	364 34	363 68	66	104	1,508	783	.....	....	804 64	170 70
120 Kingston	968 29	968 29	.....	213	6,189	10,546	47	....	3,100 00	400 00
121 Kinmount	277 44	268 92	8 52	101	809	1,461	.....	....	643 80	94 80
122 Kintore	46 05	41 32	4 73	94	683	900	.....	....	504 73	40 00
123 Kirkfield	222 66	222 66	.....	103	1,302	716	15	....	440 23	87 66
124 Lake Charles	134 61	131 49	3 12	100	1,623	925	10	....	1,118 90	.....
125 Linwood	22 50	20 00	2 50	25	456	.....	.....	....	352 50	4 00
126 Lion's Head	74 95	20 00	54 95	42	1,302	1,296	.....	....	139 95	.....
127 Little Britain	284 18	281 45	2 73	129	1,324	1,486	31	....	1,079 48	.....

TABLE A.—Receipts, Expenditure, etc., of Public Libraries (not free)—*Continued.*

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	No. of newspapers and periodicals	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
128 Lynden	240 57	232 42	8 15	139	1,107	1,182	.. ..	....	568 49	75 00
129 Mallorytown	196 28	177 71	18 57	103	960	1,350	.....	....	557 18	159 00
130 Manilla	263 08	255 94	7 14	132	1,720	1,439	.....	....	1,207 26	.....
131 Manitowaning	119 07	104 27	14 80	103	787	922	.....	....	416 50	45 75
132 Manotick	126 89	125 47	1 42	105	1,591	2,020	.....	....	1,018 39	40 00
133 Maple	65 97	64 30	1 67	105	448	978	.....	....	298 60	.....
134 Markdale	481 06	460 07	20 99	152	2,243	2,263	19	....	1,999 34	35 00
135 Markham	177 88	177 01	87	139	2,783	3,326	.....	....	2,020 87	40 00
136 Marksville	108 00	98 84	9 16	115	166	192	.....	....	108 26	60 00
137 Milford	257 60	228 54	29 06	114	2,319	1,647	17	....	2,664 06	2 50
138 Melancthon	127 23	127 19	04	118	503	848	.....	....	241 34	6 82
139 Merrickville	275 80	264 47	11 33	179	1,745	1,988	.....	....	2,211 33	147 09
140 Metcalfe	143 56	143 56	.....	104	156	.....	.....	....	143 56	135 56
141 Mildmay	283 96	238 39	45 57	105	1,175	947	.....	....	601 98	154 87
142 Milton	197 50	189 73	7 77	300	4,404	3,402	16	....	4,107 77	.....
143 Minden	133 18	133 18	.. ....	102	464	1,005	.....	....	499 07	32 43
144 Mississippi	247 81	242 75	5 06	106	368	375	.....	....	245 28	137 91
145 Monkton	345 25	341 86	3 39	150	691	942	.....	....	438 79	175 00
146 Mono Mills	31 53	1 75	29 78	5	536	.....	.....	....	202 30	.....
147 Mono Road	14 00	14 00	.....	70	1,800	4,050	.....	....	700 00	.....
148 Morrisburg	227 09	227 09	.....	115	2,180	3,715	25	....	1,240 00	72 49
149 Morriston	125 45	123 10	2 35	102	1,019	990	3	....	594 40	.....
150 Mount Albert	236 37	236 37	.....	110	479	800	.....	....	304 92	34 87
151 Mount Forest	317 23	296 26	20 97	148	2,990	1,812	17	....	2,620 97	.....
152 Nanticoke	251 92	239 22	12 70	130	1,390	931	.....	....	904 45	117 45
153 Napanee	338 09	338 09	.....	177	3,350	6,224	25	....	1,100 00	309 72
154 Napanee Mills	85 29	80 87	4 42	124	616	928	.....	....	274 34	.....
155 Newburgh	299 13	296 44	2 69	105	1,805	668	24	....	1,320 08	150 47
156 New Hamburg	372 46	287 52	84 94	104	2,049	1,992	16	....	1,534 94	250 00
157 Newmarket	293 22	231 70	61 52	124	1,846	2,291	.....	....	1,467 60	100 00
158 Niagara	307 80	290 25	17 55	105	4,816	2,987	25	....	4,767 55	.....
159 Niagara Falls	535 00	521 31	13 69	232	5,044	4,543	24	....	6,313 69	.....
160 North Gower	137 90	132 89	5 01	103	1,588	1,628	.....	....	825 01	.....
161 Norwich	181 14	178 55	2 59	108	3,277	1,902	18	....	2,367 59	.....
162 Norwood	204 16	204 16	.....	57	1,733	1,963	16	....	860 00	44 40
163 Oakville	212 11	211 33	78	114	3,085	937	.....	....	2,680 78	61 00
164 Oakwood	456 94	444 06	12 88	103	951	1,749	27	....	565 92	180 00
165 Odessa	150 10	149 20	90	102	589	455	13	....	320 90	65 00
166 Omemee	173 10	173 10	.....	178	998	1,639	19	....	797 57	66 90
167 Orangeville	529 86	520 53	9 33	148	2,857	3,226	27	....	2,984 87	265 00
168 Orillia	463 58	431 91	31 67	147	3,623	4,337	22	....	4,104 36	265 93
169 Orono	151 67	138 30	13 37	120	1,095	1,791	.....	....	966 82	19 34
170 Owen Sound	392 27	392 27	.....	154	4,327	6,394	23	....	5,000 00	.....
171 Oxford Mills	92 73	91 17	1 56	105	1,201	4,654	.....	....	873 19	.....
172 Paisley	287 34	287 34	.....	209	3,749	3,161	24	....	4,248 00	53 85
173 Pakenham	139 33	135 08	4 25	70	439	710	10	....	316 92	35 90
174 Palmerston	316 47	316 47	.....	251	1,474	4,199	29	....	1,150 00	280 62
175 Paris	485 12	456 86	28 26	121	6,756	3,843	35	....	11,144 76	37 50
176 Pelee Island	58 35	19 71	38 64	102	289	606	.....	....	160 64	56 29
177 Pembroke	359 29	356 74	2 55	172	1,769	5,671	18	....	1,687 81	327 32
178 Perth	408 02	406 93	1 09	174	3,985	4,120	14	....	1,676 09	114 72
179 Peterborough	582 31	560 72	21 59	241	9,005	9,297	96	....	11,078 27	60 00
180 Pickering	191 24	144 88	46 36	114	1,425	1,613	13	....	1,071 36	.....
181 Picton	421 90	395 66	26 24	252	2,160	4,684	19	....	1,126 24	60 00
182 Pinkerton	365 24	338 09	27 15	118	733	1,063	.....	....	402 94	152 40
183 Plattsville	148 30	135 21	13 09	156	753	1,489	8	....	483 51	.....
184 Point Edward	226 45	224 35	2 10	120	2,744	1,587	8	....	3,124 87	.....
185 Port Arthur	334 50	334 50	.....	114	1,923	7,883	18	....	1,675 00	350 00
186 Port Credit	196 85	184 89	11 96	118	1,073	856	.....	....	669 02	50 00
187 Port Elgin	177 57	163 56	14 01	111	3,133	2,760	16	....	1,638 08	.....
188 Port Hope	741 16	741 16	.....	156	4,371	4,273	34	....	3,803 24	262 65
189 Port Perry	360 39	356 02	4 37	125	1,624	2,389	13	....	1,299 37	107 81
190 Port Stanley	185 16	183 92	1 24	108	824	1,177	.....	....	682 79	.....
191 Princeton	331 89	330 71	1 18	110	906	1,670	.....	....	416 18	100 00
192 Preston	343 22	338 95	4 27	142	5,633	2,323	34	....	5,637 27	.....
193 Queensville	129 58	127 65	1 93	110	1,721	2,191	.....	....	1,058 75	55 00

TABLE A.—Receipts, expenditure, etc., of Public Libraries (not free).—*Concluded.*

Public Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	No. of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	$ c.	$ c.	$ c.						$ c.	$ c.
194 Rat Portage.....	657 84	607 59	50 25	104	2,040	3,639	26	....	1,235 74	440 00
195 Richmond	160 60	158 14	2 46	102	979	920	.....	....	620 13	.....
196 Ridgetown	419 71	414 06	5 65	194	2,109	3,038	18	....	4,171 70	39 57
197 Riversdale	73 18	68 76	4 42	108	757	288	1	....	395 22	.....
198 Rockwood.....	209 49	167 82	41 67	117	984	1,573	13	....	475 32	.....
199 Rodney	304 32	291 20	13 12	173	598	1,320	18	....	586 18	100 00
200 Romney	240 07	198 61	41 46	101	1,750	1,088	3	....	1,353 46	7 50
201 Rosemont	210 77	209 21	1 56	120	677	1,440	.....	....	441 46	179 37
202 Russell.....	240 73	154 38	86 35	151	1,237	1,804	27	....	1,686 35	.....
203 Scarboro'.....	266 29	225 52	40 77	120	4,616	2,098	.....	....	3,425 77	.....
204 Schreiber.....	1,104 73	947 53	157 20	118	1,338	3,120	12	....	2,224 07	359 00
205 Scotland	236 95	206 25	30 70	125	786	1,940	25	....	518 40	.....
206 Shakespeare.....	354 62	327 42	27 20	107	692	2,329	.....	....	462 48	110 00
207 Shedden	161 27	141 08	20 19	106	860	863	.....	....	471 02	153 30
208 Southampton ...	220 64	104 50	116 14	129	3,704	2,203	9	....	3,082 06	.....
209 South River	238 75	204 05	34 68	103	532	847	.....	....	703 93	193 41
210 Sparta	235 64	210 29	25 35	129	2,000	2,307	.....	....	1,520 35	.....
211 Spencerville ...	58 83	56 58	2 25	120	278	562	.....	....	175 25	25 00
212 Strathroy	568 30	540 79	27 51	227	5,124	8,785	27	....	4,927 51	.....
213 Streetsville.....	416 26	406 82	9 44	114	3,253	2,767	18	....	2,659 44	217 51
214 St. George	384 46	384 46	.....	105	4,432	1,729	15	....	4,803 86	.....
215 St. Helen's.....	204 80	195 12	9 68	106	1,183	810	16	....	1,207 32	50 00
216 Sunderland	324 13	197 68	126 45	107	1,371	1,125	21	....	1,051 01	50 00
217 Tavistock	354 97	284 45	70 52	104	2,489	1,981	27	....	1,396 82	.....
218 Teeswater	300 99	258 70	42 29	108	3,194	1,406	23	....	2,117 29	.....
219 Thamesford	134 76	93 08	41 68	165	1,522	1,196	15	....	1,132 13	.....
220 Thamesville	705 88	701 61	4 27	116	2,948	3,265	18	....	2,745 10	343 95
221 Thedford...	253 00	225 46	27 54	121	1,350	2,239	.....	....	900 54	.....
222 Thornbury	53 61	33 12	20 49	116	778	2,380	.....	....	390 49	27 00
223 Thornhill	116 41	115 90	51	103	566	477	12	....	326 60	.....
224 Thornloe.....	50 70	50 69	01	105	160	182	.....	....	80 96	.....
225 Tilbury	345 14	319 82	25 32	110	1,404	1,458	23	....	996 31	105 00
226 Tilbury E., (Valetta P.O. ..	111 09	21 92	89 17	105	1,530	1,499	6	....	699 17	.....
227 Tilsonburg	370 78	350 47	20 31	200	2,202	3,241	18	....	1,450 00	100 00
228 Tiverton	152 82	137 58	15 24	101	1,399	2,681	.....	....	735 24	25 00
229 Toronto Junction	623 78	623 78	.....	122	2,752	3,769	28	....	2,200 00	128 95
230 Trout Creek.....	219 10	219 10	.....	107	681	702	.....	....	441 54	172 25
231 Underwood	161 74	117 65	44 09	111	1,900	1,561	.....	....	896 09	.....
232 Unionville	131 58	130 73	85	111	363	1,216	.....	....	226 02	.....
233 Vandorf	142 53	140 80	1 73	123	1,898	480	.....	....	1,501 73	1 50
234 Vankleek Hill...	202 86	183 28	19 58	129	302	418	.....	....	206 61	10 00
235 Violet Hill	76 86	69 61	7 25	112	768	1,273	.....	...	582 25	.....
236 Walkerton	315 57	292 87	22 70	159	2,350	2,990	20	....	1,890 85	.....
237 Warkworth	141 65	118 96	22 69	101	921	719	21	....	561 65	105 00
238 Waterdown	107 66	107 46	20	128	1,740	1,078	.....	....	650 20	22 82
239 Welland	444 31	312 43	131 88	197	3,335	4,011	28	....	4,025 88	.....
240 Wellesley	230 00	208 37	21 63	165	460	175	.....	....	225 70	...
241 West Lorne.....	200 00	199 75	25	125	829	1,256	7	....	625 25	100 00
242 Weston	282 20	279 32	2 88	110	2,829	2,338	28	....	2,252 88	102 25
243 Wheatley	226 49	219 89	6 60	105	1,094	983	.....	....	993 60	125 40
244 Whitby	225 21	221 00	4 21	112	2,733	2,301	10	....	1,804 21	105 62
245 White Lake.....	87 21	84 21	3 00	135	488	793	.....	....	193 44	.....
246 Williamstown ..	84 40	80 04	4 36	116	766	276	.....	....	951 27	40 00
247 Winchester.....	192 58	192 58	.....	115	874	765	.....	....	596 70	204 51
248 Wingham	538 85	457 93	80 92	173	2,946	2,128	46	....	2,120 92	.....
249 Woodbridge	295 41	168 21	127 20	160	1,577	1,112	14	....	1,743 20	258 00
250 Woodstock.....	513 12	512 68	44	315	5,170	10,039	38	....	3,950 44	149 00
251 Woodville	289 64	272 84	16 80	105	1,952	1,620	29	....	1,166 80	.....
252 York.....	172 26	168 41	3 85	104	592	568	.....	....	321 75	147 91
253 Zephyr	190 19	185 19	5 00	116	571	1,049	.....	...	345 43	127 77
Total	64,376 36	59,037 48	5,338 88	31,138	454,419	506,361	2,681	24	373,231 38	17,845 10

TABLE B.—Evening Classes in Drawing in Public and Free Libraries.

Public Libraries.	Number of Students.	Primary Course.
Collingwood (Free)....	23	Freehand, Geometry, Perspective, Model and Blackboard Drawing.
Galt	5	Geometry.
Total	28	

Public Library.	Number of Students.	Advanced Course.
Collingwood (Free)....	23	Shading flat, Outline round, Shading round.
Total	23	

Public Libraries.	Number of Students.	Mechanical Course.
Collingwood (Free)....	4	Machine Drawing.
Galt	24	Descriptive Geometry, Machine Drawing, Building Construction, Architectural Design, Advanced Perspective.
Total	28	

II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the Annual Reports for eight months of the year ending 31st December, 1899 (for details see table C)

1. *Free Libraries' Receipts and Balances on hand.*

The total receipts of 118 Free Libraries was	$114,266 51
Balances on hand	9,655 16

2. *Free Libraries' Expenditure.*

The total expenditure of 118 Free Libraries was	$104,611 35

3. *Free Libraries' Assets and Liabilities.*

Assets of 118 Free Libraries	$593,436 00
Liabilities "	125,476 71

4. *Number of Readers in Free Libraries.*

118 Free Libraries report having had 98,575 readers.

5. *Number of Volumes in Free Libraries, and Number of Volumes Issued.*

Number of volumes in 118 Free Libraries	463,603
Number of volumes issued "	1,536,543

6. *Reading Rooms in Free Libraries.*

Free Libraries subscribed for 3,092 newspapers and periodicals.

TABLE C.—Receipts and expenditure, etc, of Public Libraries (free).

Free Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in libraries.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	$ c.					$ c.	$ c.
1 Acton	403 93	402 90	1 03	171	1,286	3,367	....	1,469 20	.....
2 Ailsa Craig	308 19	281 44	26 75	120	1,839	1,695	.....	1,677 25	60 00
3 Algonquin	128 71	127 56	1 15	131	1,128	1,204	.....	684 83	.....
4 Alton	236 39	236 39	.....	229	4,846	2,488	.....	4,057 72	7 79
5 Alvinston	556 82	497 78	59 04	280	1,315	3,000	11	959 04	400 00
6 Arnprior	378 98	356 37	22 61	280	1,949	5,260	....	1,252 61	116 78
7 Aylmer	545 57	531 08	14 49	410	3,364	5,061	24	3,264 49	.....
8 Ayr	236 20	225 93	10 27	289	2,966	2,628	27	1,560 27	.....
9 Beeton	376 68	363 67	13 01	132	2,277	2,050	....	1,313 01	153 00
10 Belfountain	109 50	109 50	.....	150	1,771	1,013	.....	900 00	.....
11 Berlin	1,086 75	1,086 75	.....	726	7,456	10,389	54	7,206 11	.....
12 Bothwell	325 61	256 54	69 07	300	1,400	1,928	.....	938 07	154 00
13 Brampton	725 03	484 98	240 05	398	3,397	8,513	18	2,350 05	.....
14 Brantford	2,128 99	1,446 93	682 06	2,268	16,227	43,069	71	14,432 06	.....
15 Brighton	287 35	287 35	.....	236	2,221	2,892	19	1,065 00	.....
16 Brockville	2,027 80	1,472 55	555 25	2,109	8,945	41,075	45	5,005 25	27 53
17 Brussels	379 09	379 09	.....	217	2,082	3,293	22	1,041 00	.....
18 Burk's Falls	543 56	539 06	4 50	282	1,285	2,338	20	859 50	.....
19 Caledon	174 58	174 58	.....	106	2,465	1,755	....	1,908 10	2 53
20 Caledonia	224 00	222 00	2 00	132	1,955	3,012	..	782 00	.....
21 Camden East	170 92	170 92	.....	154	1,247	1,215	13	717 66	.....
22 Cardinal	354 75	282 37	72 38	203	1,679	1,543	23	1,247 38	175 00
23 Carleton Place	972 40	877 09	95 31	400	3,465	15,828	17	2,395 31	.....
24 Cayuga	243 66	243 66	.....	146	1,171	3,230	....	600 00	28 00
25 Chatham	1,666 46	1,445 41	221 05	958	6,348	22,024	38	4,871 05	.....
26 Chesley	379 09	365 38	13 71	279	1,439	5,642	28	761 71	15 00
27 Chesterville	75 13	62 63	12 50	218	658	2,800	.....	504 74	.....
28 Clifford	294 26	292 76	1 50	160	3,031	1,726	.....	1,172 84	151 16
29 Clinton	561 30	361 30	200 00	137	3,943	3,027	22	3,425 00	.....
30 Collingwood	795 77	774 39	21 38	482	4,832	7,685	37	5,330 05	.....
31 Cornwall	576 48	563 19	13 29	943	2,866	9,670	34	1,924 10	620 00
32 Creemore	114 62	92 56	22 06	174	891	1,652	.....	447 06	.....
33 Delhi	487 27	445 91	41 36	242	1,363	2,283	20	950 04	.....
34 Deseronto	658 60	496 76	161 84	847	2,573	16,736	63	2,866 79	385 00
35 Drayton	364 25	316 01	48 24	201	2,651	3,582	16	1,598 24	150 00
36 Dutton	323 11	316 68	6 43	290	1,054	2,236	14	755 34	165 00
37 Erin	148 48	138 77	9 71	168	1,631	2,502	.....	1,103 76	.....
38 Exeter	509 52	485 21	24 31	388	3,747	5,549	.....	2,124 31	71 63
39 Fordwich	196 65	187 75	2 90	107	1,522	1,933	.....	1,030 02	.....
40 Forest	617 81	609 15	8 66	566	3,622	3,042	24	2,788 66	.....
41 Garden Island	927 95	562 96	364 99	186	5,027	891	34	3,164 99	.....
42 Georgetown	388 50	378 89	9 61	243	2,306	4,387	27	1,959 61	50 00
43 Glencoe	281 61	278 96	2 65	405	1,724	3,396	.....	833 43	.....
44 Gorrie	142 18	141 07	1 11	165	1,679	1,562	.....	1,294 31	.....
45 Grand Valley	155 73	150 74	4 99	281	1,898	3,479	14	1,167 29	.....
46 Grantham (St. Catharines P.O.)	246 37	216 95	29 42	125	1,197	1,159	.....	744 42	100 00
47 Gravenhurst	181 92	154 39	27 53	539	2,037	11,003	.....	1,047 48	13 66
48 Guelph	1,708 12	1,708 12	.....	1,298	10,074	60,944	46	10,250 00	.....
49 Hagersville	383 79	383 79	.....	126	1,528	2,304	18	967 31	174 49
50 Hamilton	14,404 16	14,358 03	46 13	11,021	27,440	209,112	252	61,600 74	42,006 86
51 Hanover	137 95	135 45	2 50	133	439	2,033	....	276 08	173 00
52 Ingersoll	798 52	459 58	338 94	900	3,492	12,346	25	2,438 94	98 33
53 Iroquois	293 99	274 86	19 13	240	1,639	4,211	21	1,673 82	150 00
54 Kingsville	267 84	201 98	65 86	152	970	1,043	20	865 86	75 00
55 Lakefield	152 93	143 21	9 72	1,188	900	1,731	14	509 72	.....
56 Lanark	333 67	303 80	29 87	278	1,065	2,173	16	699 73	79 22
57 Lancaster	166 77	126 77	40 00	181	2,227	1,896	5	1,265 00	.....
58 Leamington	353 50	325 74	27 76	401	1,758	4,759	6	1,295 04	.....
59 Lindsay	1,117 85	1,117 85	.....	716	3,015	10,726	49	3,200 00	103 46
60 Listowel	369 88	323 23	46 65	525	2,381	4,861	20	1,746 65	30 43
61 Little Current	123 00	121 15	1 85	235	1,327	3,525	.....	926 85	.....
62 London	10,666 04	8,852 33	1,813 71	5,000	13,470	82,882	190	35,813 71	21,570 16

TABLE C—Receipts and expenditure, etc., of Public Libraries (free).—*Continued.*

Free Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in libraries	Number of volumes issued	Number of new papers and periodicals.	Assets.	Liabilities.
	$ c.	$ c.	$ c.					$ c.	$ c.
63 Lucan	303 50	259 36	44 14	221	2,118	6,530	.....	1,919 14	110 00
64 Lucknow	271 27	271 27	.....	360	2,669	8,641	.....	1,200 00	109 57
65 Merritton	216 75	174 92	41 83	181	1,355	4,228	.....	848 05	.....
66 Midland	445 14	431 97	13 17	272	1,933	2,932	.....	763 17	244 87
67 Millbrook	504 78	443 36	61 42	284	1,206	3,132	29	951 42	170 00
68 Milverton	183 95	183 95	.....	178	1,290	1,531	....	838 68	111 77
69 Mitchell	271 49	271 49	.....	281	3,611	4,444	22	4,640 05	.....
70 Mono Centre	211 06	211 06	.....	116	869	1,040	.....	496 54	105 06
71 Niagara Falls S.	172 75	172 69	06	368	2,141	3,693	.....	1,335 06	12 00
72 North Augusta	302 61	288 82	13 79	120	932	1,064	.....	558 41	150 00
73 North Bay	256 23	237 35	18 88	270	1,676	2,776	20	1,537 29	18 75
74 Oil Springs	372 38	370 55	1 83	201	1,559	2,922	....	1,001 83	9 00
75 Oshawa	581 66	531 92	49 74	504	2,516	8,532	32	1,689 71	268 50
76 Otterville	136 56	26 23	110 33	177	432	2,098	.....	378 30	100 00
77 Parkhill	197 25	177 55	19 70	314	1,770	5,220	....	1,069 70	.....
78 Parry Sound	358 01	330 36	27 65	247	1,221	3,638	21	895 65	.....
79 Penetanguishene	451 96	451 96	.....	315	4,494	8,220	22	2,350 00	75 00
80 Port Carling	99 87	99 59	28	200	842	360	12	528 28	40 16
81 Port Colborne	155 83	153 54	2 29	300	1,624	1,667	1	1,239 30	85 98
82 Port Rowan	85 08	84 05	1 03	225	1,650	1,485	.....	1,717 16	210 08
83 Primrose	90 21	84 00	6 21	117	780	1,480	....	556 21	50 00
84 Prescott	448 89	378 36	70 53	680	4,289	8,089	24	5,060 04	25 00
85 Renfrew	251 82	241 33	10 49	328	3,170	10,525	26	3,525 49	.....
86 Richmond Hill	284 21	191 28	92 93	100	2,728	2,789	29	1,992 93	50 00
87 Ridgeway	152 88	146 75	6 13	134	772	1,185	...	506 13	.....
88 Sault Ste. Marie	412 52	277 82	134 70	182	1,783	1,816	17	1,259 70	.....
89 Seaforth	402 07	391 18	10 89	338	3,860	5,651	15	4,010 89	100 00
90 Shelburne	415 57	402 56	13 01	196	1,885	3,328	22	1,541 12	164 78
91 Simcoe	1,229 71	1,161 58	68 13	455	5 446	5,948	36	8,068 13	.....
92 Smith's Falls	876 70	821 38	55 32	575	4,104	9,188	26	1,840 32	200 00
93 Springfield	286 45	284 16	2 29	118	1,126	893	...	849 84	314 74
94 Stayner	126 31	125 08	1 23	178	1,303	2,165	.....	838 48	10 50
95 Stouffville	262 53	262 53	.....	379	3,413	4,139	29	3,830 00	4 43
96 Stratford	1,473 61	1,263 64	209 97	1,155	5,153	29,676	38	4,195 38	.....
97 St. Catharines	1,930 52	1,708 17	222 35	1,735	7,103	40,211	40	6,088 18	.....
98 St. Mary's	358 25	351 38	6 87	620	4,419	7 282	23	2,436 87	125 00
99 St. Thomas	1,213 35	1,095 18	118 17	1,005	7,099	12,585	45	4,968 17	.....
100 Sundridge	213 21	213 21	.....	122	786	1,226	15	513 23	.....
101 Tamworth	130 80	130 06	74	162	864	1,388	23	426 69	23 67
102 Tara	220 22	205 13	15 09	110	1,646	1,127	18	1,825 35	.....
103 Thessalon	521 78	520 90	88	279	1,413	3,010	15	756 66	297 31
104 Thorold	460 74	415 10	45 64	729	4,491	4,724	19	3,645 64	28 20
105 Toronto	34,550 84	33,566 70	984 14	39, 418	112,849	546,490	882	247,979 05	54,230 98
106 Tottenham	404 80	373 61	31 19	104	2,283	3,041	.....	1,396 93	.....
107 Uxbridge	550 00	550 00	.....	300	5,757	10,643	29	9,200 00	124 09
108 Victoria (Caledonia P.O.)	99 50	96 65	2 85	116	1,954	1,478	.....	1,415 00	.....
109 Wallaceburg	537 28	496 10	41 18	375	958	4,652	19	741 18	.....
110 Wardsville	92 58	62 93	29 65	68	1,151	1,113	....	771 22	.....
111 Waterford	207 55	114 27	93 28	251	1,160	1,610	...	883 27	.....
112 Waterloo	482 29	469 21	13 08	295	6,593	4,809	32	5,243 81	170 00
113 Watford	383 23	381 71	1 52	200	1,992	2,051	21	1,601 52	143 74
114 Westford	95 90	94 19	1 71	100	1,078	383	....	840 84	.....
115 Wiarton	582 25	582 25	.....	272	2,625	4,040	23	1,940 21	229 90
116 Windsor	4,222 91	2,859 37	1,363 57	1,285	8,223	27,403	56	8,479 99	.....
117 Wroxeter	252 61	218 57	34 04	302	4,103	2,400	.....	3,913 25	.....
118 Wyoming	173 73	172 82	91	161	1,636	3,544	....	1,475 91	56 60
Total	114,266 51	104,611 35	9,655 16	98,575	463,603	1,536,543	3,092	593,436 00	125,476 71

PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC LIBRARIES.

Libraries with less than 250 volumes.

Ancaster, Dawson, Dundela, Haileyburg, Inkerman, Kemble, Marksville, Metcalfe, Thornloe.

Libraries with over 250 and less than 500 volumes.

Allan's Mills, Angus, Bayham, Binbrook, Brougham, Cambray, Dalhousie (McDonald's Corners), Fort Francis, Gore's Landing, Hanover, Linwood, Maple, Minden, Mississippi, Mono Mills, Mount Albert, Otterville, Pakenham, Pelee Island, Spencerville, Vankleek Hill, Unionville, Wellesley, White Lake.

Libraries with over 500 and less than 1000 volumes.

Alma, Auburn, Belwood, Bervie, Bracondale, Bridgeburg, Burnstown, Carp, Chesterville, Clarksburg, Cookstown, Copleston, Creemore, Don, Dorchester, Douglas, Dryden, Easton's Corners, Elmvale, Fenella, Glen Allan, Harrington, Harrow, Hawkesville, Hepworth, Highgate, Holland Centre, Kingsville, Kinmount, Kintore, Lakefield, Mallorytown, Manitowaning, Melancthon, Monkton, Mono Centre, Napanee Mills, North Augusta, Oakwood, Odessa, Omemee, Pinkerton, Plattsville, Port Carling, Port Stanley, Primrose, Princeton, Richmond, Ridgeway, Riversdale, Rockwood, Rodney, Rosemont, Scotland, Shakespeare, Shedden, South River, Sundridge, Tamworth, Thornbury, Thornhill, Trout Creek, Violet Hill, Wallaceburg, Warkworth, West Lorne, Williamstown, Winchester, York, Zephyr.

Libraries with over 1000 and less than 1500 volumes..

Acton, Admaston, Algonquin, Alvinston, Atwood, Beaverton, Belmont, Bloomfield, Blyth, Bognor, Bothwell, Brooklin, Burford, Burk's Falls, Camden East, Cargill, Cayuga, Cheapleau, Cheapside, Chesley, Cold Springs, Coldstream, Coldwater, Comber, Copper Cliff, Delhi, Dresden, Dufferin (Clanbrassil P.O.), Dungannon, Dutton, Ethel, Flesherton, Forks of the Credit, Grantham (St. Catharines P.O.), Hensall, Highland Creek, Islington, Kars, Kinburn, Kirkfield, Lanark, Lion's Head, Little Britain, Lynden, Merritton, Millbrook, Mildmay, Milverton, Morriston, Nanticoke, Orono, Oxford Mills, Palmerston, Parry Sound, Pickering, Port Credit, Russell, Schrieber, Springfield, Stayner, St. Helen's, Sunderland, Thedford, Thessalon, Tilbury, Tiverton, Wardsville, Waterford, Westford, Wheatley.

Libraries with over 1500 and less than 2000 volumes.

Ailsa Craig, Alliston, Arkona, Arnprior, Beamsville, Belfountain, Bradford, Burlington, Caledonia, Cannington, Cardinal, Claremont, Erin, Floradale, Fordwich, Glencoe, Gorrie, Grand Valley, Hagersville, Holyrood, Inglewood, Iroquois, King, Lake Charles, Leamington, Little Current, Manilla, Manotick, Merrickville, Midland, Mono Road, Newburgh, Newmarket, North Bay, North Gower, Norwood, Oil Springs, Parkhill, Pembroke, Port Arthur, Port Colborne, Port Perry, Port Rowan, Queensville, Romney, Sault Ste. Marie, Shelburne, Tara, Thamesford, Tilbury E. (Valetta P.O.) Underwood, Vandorf, Victoria (Caledonia P.O.), Waterdown, Watford, Woodbridge, Woodville, Wyoming.

Libraries with over 2000 and less than 2500 volumes.

Beeton, Bobcageon, Bolton, Brighton, Brussels, Caledon, Chatsworth, Claude, Cobourg, Duart, Dundalk, Ennotville, Essex, Fonthill, Fort Erie, Georgetown, Glenmorris, Gravenhurst, Huntsville, Lancaster, Listowel, Lucan, Markdale, Meaford, Morrisburgh, Mount Forest, New Hamburg, Niagara Falls South, Picton, Rat Portage, Ridgetown, Sparta, Tavistock, Tilsonburg, Tottenham, Walkerton.

Libraries with over 2500 and less than 3000 volumes.

Arthur, Aurora, Ayr, Baden, Bowmanville, Bracebridge, Cornwall, Deseronto, Drayton, Dunnville; Elmira, Gananoque, Hespeler, Jarvis, Lucknow, Markham, Orangeville, Oshawa, Point Edward, Richmond Hill, Thamesville, Toronto Junction, Weston, Whitby, Wiarton, Wingham.

Libraries with over 3000 and less than 3500 volumes.

Aberarder, Almonte, Aylmer, Blenheim, Brampton, Carleton Place, Clifford, Fenelon Falls, Ingersoll, Lindsay, Napanee, Norwich, Oakville, Port Elgin, Renfrew, Stouffville, Streetsville, Teeswater, Welland.

Libraries with over 3500 and less than 4000 volumes.

Campbellford, Clinton, Durham, Exeter, Forest, Goderich, Grimsby, Harriston, Mitchell, Orillia, Paisley, Perth, Seaforth, Southampton.

Libraries with over 4000 and less than 5000 volumes.

Alton, Barrie, Belleville, Collingwood, Embro, Fergus, Galt, Kincardine, Milton Niagara, Owen Sound, Penetanguishene, Port Hope, Prescott, Scarboro', Smith's Falls, St. George, St. Mary's, Thorold, Wroxeter.

Libraries with over 5000 and less than 6000 volumes.

Garden Island, Niagara Falls, Simcoe, Stratford, Strathroy, Preston, Uxbridge, Woodstock.

Libraries with over 6000 and less than 8000 volumes.

Berlin, Chatham, Dundas, Kingston, Paris, St. Thomas, Waterloo.

Libraries with over 8000 and less than 10,000 volumes.

Brockville, Elora, Peterboro, St. Catharines, Windsor.

Libraries with over 10,000 and less than 20,000 volumes.

Brantford, Guelph, London.

Library with over 20,000 and less than 30,000 volumes.

Hamilton.

Library with over 100,000 volumes

Toronto.

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables D to H show the number of Certificates awarded from the commencement of this branch of the Education Department—1882 to 1900

TABLE D.—Certificates awarded in Primary Art Course from 1882 to 1900.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teacher's certificates.	Total.
1882	28	21	17	12	28	.....	106
1883	84	89	58	47	76	.....	354
1884	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1,532
1886	634	672	149	662	414	77	2,608
1887	643	1,204	428	444	122	103	2,944
1888	805	882	520	403	236	133	2,979
1889	1,002	961	394	470	494	187	3,508
1890	1,030	1,009	290	811	313	130	3,553
1891	1,085	1,569	292	746	422	164	4,278
1892	1,361	1,419	569	1,120	720	338	5,527
1893	1,769	1,277	439	876	392	220	4,973
1894	1,383	719	548	550	562	153	3,915
1895	1,813	1,429	658	1,311	991	341	6,543
1896	1,195	569	361	1,110	1,121	265	4,621
1897	716	500	212	704	516	114	2,762
1898	854	311	173	1,224	604	149	3,315
1899	1,062	465	168	1,128	1,170	160	4,153
1900	1,000	254	194	675	1,007	130	3,260
Total	16,801	14,053	5,910	12,599	9,472	2,852	61,687

TABLE E.—Certificates Awarded in Advanced Art Course from 1883 to 1900.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883	5	5	12	18	.....	.....	.....	40
1884	16	5	12	12	.....	.....	.....	45
1885	33	18	35	29	.....	.....	4	119
1886	35	24	19	48	.....	.....	3	129
1887	59	27	28	25	34	.....	14	187
1888	22	17	39	44	20	.....	9	151
1889	65	36	58	24	25	.....	14	222
1890	62	30	76	43	22	.....	15	248
1891	80	52	67	66	38	.....	23	326
1892	24	32	53	72	37	.....	13	231
1893	58	54	73	62	54	.....	13	314
1894	31	44	58	79	68	.....	24	304
1895	56	52	78	58	29	.....	11	284
1896	60	74	103	113	.....	29	17	396
1897	61	47	126	95	.....	41	18	388
1898	67	73	169	187	.....	44	18	558
1899	61	69	152	160	.....	57	22	521
1900	80	55	82	119	.....	31	17	384
Total	875	714	1,240	1,254	327	202	235	4,847



Art School Exhibition, Hamilton, July, 1900.



Art School Exhibition, Hamilton, July, 1900.



Art School Exhibition, Hamilton, July, 1900.

TABLE F.—Certificates awarded in Industrial Art Course from 1885 to 1900

Year.	Modelling in clay.	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total.
1885	14					14
1886	11	7				18
1887	8	2				10
1888	10	3	1	1	9	24
1889	7	1	3	2	6	19
1890	7	4		1	6	18
1891	5	2	1		7	15
1892	2	1		1	3	7
1893	5	2		1	3	11
1894	4	2		2	10	18
1895	5	3	2	6	18	34
1896	3	2		3	30	38
1897	5	3	1	4	17	30
1898	7	5		1	17	30
1899	9	14		2	17	42
1900	17	14		6	6	43
Total	119	65	8	30	149	371

TABLE G.—Certificates awarded in Mechanical Drawing Course from 1883 to 1900

Year.	Advanced geometry.	Machine drawing	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2		3		11
1884	1	1	1	1		1		5
1885	12	32	4	25		12	4	89
1886	14	13	5	28		14	3	77
1887	6	5	12	18		6	2	49
1888	8	7	7	15		11	2	50
1889	13	23	11	20		12	3	82
1890	11	23	5	8		12	2	61
1891	3	31	8	31		28	2	103
1892	17	25	13	38		15	2	110
1893	14	33	10	47		35	10	149
1894	12	17	6	90		9	3	137
1895	5	22	9	31		12	3	82
1896	7	9	5		9	12	3	45
1897	16	13	4		6	15		54
1898	6	19	2		7	8		42
1899	25	20	5		7	18		75
1900	14	8	12		5	14		53
Total	186	304	120	354	34	237	39	1,274

TABLE H.—Certificates awarded for Extra Subjects from 1885 to 1900.

Year.	Drawing from the antique.	Shading from casts.	Architectural designs.	Drawing from life.	Painting from life.	Painting oil colors.	Painting water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photogravure.	Repousse work.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Total.
1885	....	..	..	....	..	9	7	..	..	..	..	..	..	....	..	..	..	..	16
1886	....	..	..	....	..	12	7	..	..	..	..	..	..	....	..	..	..	..	19
1887	....	..	..	7	..	32	9	..	..	..	..	..	2	....	..	..	..	..	50
1888	....	..	..	15	12	25	14	13	1	..	2	..	2	....	..	..	..	..	84
1889	....	..	..	12	8	16	21	3	2	..	..	..	..	....	..	..	..	..	62
1890	...	..	..	7	4	28	18	10	4	..	..	..	..	....	..	..	..	..	71
1891	....	..	..	4	5	29	26	3	6	..	..	..	..	....	..	..	..	..	73
1892	....	..	..	2	6	21	16	7	1	..	..	..	..	....	..	..	..	2	55
1893	11	..	2	5	9	35	21	7	4	..	..	..	..	....	..	..	..	..	94
1894	11	..	2	8	6	29	16	5	7	..	..	..	..	10	..	1	..	..	95
1895	26	..	6	14	4	39	24	10	1	..	..	..	..	17	..	5	1	..	147
1896	14	..	..	12	6	34	38	6	1	2	..	1	..	13	1	1	..	..	129
1897	19	11	1	17	6	38	42	7	3	3	..	3	..	22	3	4	..	..	179
1898	22	12	..	12	9	37	28	7	6	6	1	6	..	15	4	6	..	..	171
1899	19	14	..	17	2	10	22	8	1	4	..	3	..	31	13	5	..	..	149
1900	29	30	..	13	4	17	10	12	5	5	..	3	..	14	10	4	..	..	156
Total	151	67	11	145	81	411	319	98	42	20	3	16	4	122	31	26	1	2	1,550

Tables I. to M. show the number of certificates awarded to Art Schools in 1900.

TABLE I.—Certificates awarded to Art Schools, 1900.—Primary Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates.						Number of teachers' certificates.	Grants for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.		
									$ c.
Hamilton	91	44	8	5	35	42	134	6	109 00
Kingston	20	1	6	3	2	1	13	2	10 00
London	15	7	1	1	7	2	18	1	13 00
St. Thomas	50	22	6	20	12	24	84	3	57 00
Toronto	63	25	5	5	24	26	85	2	50 00
Total	239	99	26	34	80	95	334	14	239 00

TABLE J.—Certificates awarded to Art Schools, 1900.—Advanced Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates.						Number of teachers' certificates.	Grants for certificates
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.		
									$ c.
Hamilton	106	22	15	16	42	11	106	11	75 00
Kingston	12	2	2	6	2	1	13	1	11 00
London	16	7	5	5	7	.....	24	.....	16 00
St. Thomas	30	13	3	10	9	6	41	1	31 00
Toronto	72	17	18	20	23	4	82	1	53 00
Total	236	61	43	57	83	22	266	14	186 00

TABLE K.—Certificates awarded to Art Schools, 1900.—Mechanical Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates.						Number of teachers' certificates.	Grants for certificates.
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.		
									$ c.
Hamilton	30	4	1	4	4	2	15	.....	15 00
Kingston	8	.....	.....	1	1	.....	2	.....	2 00
London	10	1	1	1	.....	1	4	.....	2 00
St. Thomas	12	1	5	5	.....	2	13	.....	12 00
Toronto	8	5	.....	.....	.....	5	10	.....	10 00
Total	68	11	7	11	5	10	44	.....	41 00

TABLE L.—Certificates awarded to Art Schools, 1900.—Industrial Art Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates.						Grants for certificates.
		Modelling in clay.	Wood carving.	Photogravure.	Lithography.	Painting on china.	Total proficiency certificates.	
								$ c.
Hamilton	12	2	3	3	3	.....	11	11 00
Kingston	7	2	3	.....	.....	3	8	8 00
London	2	2	.....	.....	.....	.....	2	2 00
St. Thomas	6	1	2	.....	.....	3	6	6 00
Toronto	15	7	5	.....	3	.....	15	15 00
Total	42	14	13	3	6	6	42	42 00

TABLE M.—Certificates awarded to Art Schools, 1900.—Extra Subjects.

Art Schools.	Number of students for examination.	Number of certificates.											
		Painting from life.	Painting oil colours.	Painting water colou	Monochrome.	Sepia.	Drawing from life.	Pen and ink sketches.	Shading from antique.	Shading from casts.	Industrial designs.	Machine drawing.	Total.
Hamilton	26	.....	1	2	2	9	....	1	8	9	3	1	36
Kingston	5	.....	1	...	.....	.....	.....	.....	.....	.....	.....	.....	1
London	3	.....	.....	.....	.....	1	2	.....	1	1	.....	.....	5
Ottawa	2	2	.....	.....	.....	...	2	.....	.....	.....	.....	.....	4
St. Thomas	5	.....	.....	.....	1	.....	.....	.....	1	1	.....	1	4
Toronto	39	2	6	.....	.....	.....	9	9	19	19	10	2	76
Total	80	4	8	2	3	10	13	10	29	30	13	4	126

Tables N to R show the number of Certificates Awarded to Public Schools, High Schools, Public Libraries, Ladies' Colleges, etc., in 1900.

TABLE N.—Certificates awarded to Public and High Schools, Ladies' Colleges, etc., 1900.—Primary Course.

Name of school.	Number of students for examination.	Number of proficiency certificates.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard	Total proficiency certificates.	
Arthur High School	41	34	.....	.....	30	36	100	.....
Athens "	94	36	32	8	27	36	139	9
Belleville Albert College	16	8	1	1	4	6	20	.....
" High School	49	11	6	.....	15	12	44	.....
Bloomfield Public School	26	6	6	.....	13	10	35	.....
Brockville Collegiate Institute	89	51	11	.....	48	51	161	.....
Deseronto High School	27	11	7	4	10	14	46	2
Hamilton Central School	87	52	17	18	28	41	156	11
" Collegiate Institute	102	42	.....	.....	24	33	99	.....
" Queen Victoria School	29	22	20	18	20	21	101	17
" Ryerson School	55	40	.....	.....	29	35	104	.....
London Collegiate Institute	164	97	.....	.....	61	100	258	.....
" Mr. Peel's School	8	7	5	2	7	7	28	2
Markham High School	51	19	2	1	7	18	47	1
Morrisburgh Collegiate Institute	74	17	8	17	7	23	72	13
" Public School	24	9	.....	.....	5	3	17	.....
Newmarket High School	22	17	6	2	7	16	48	1
Niagara Falls Collegiate Institute	54	35	7	1	21	31	95	1
Orillia Collegiate Institute	41	26	20	5	6	32	89	3
Oshawa High School	56	14	1	1	5	27	48	1
Ottawa Presbyterian Ladies' College	7	4	.....	.....	4	.....	8	.....
Perth Collegiate Institute	17	5	.....	2	1	4	12	.....
Peterborough High School	2	2	2	2	2	2	10	2
Picton High School	86	37	13	39	27	48	164	20
Port Dover High School	27	10	.....	.....	7	16	33	.....
Richmond Hill High School	38	16	2	2	11	18	49	1
Stratford Loretto Academy	8	3	1	.....	4	5	13	.....
St. Thomas Alma College	44	30	6	5	5	6	52	3
Toronto, Dewson St. Public School	1	1	1	1	1	1	5	1
" Harbord St. Collegiate Inst.	86	47	.....	.....	36	67	150	.....
" Havergal College	17	12	.....	.....	7	.....	19	.....
" St. Joseph's Convent	41	15	4	3	14	26	62	3
" Parkdale Public School	27	15	.....	.....	12	15	42	.....
Uxbridge High School	19	11	3	2	9	12	37	2
Wallaceburg Public School	92	29	10	9	26	28	102	3
Whitby Collegiate Institute	54	18	20	1	10	15	64	2
Windsor " "	129	49	15	15	23	49	151	16
Woodstock " "	64	43	2	1	22	48	116	2
Total	1,868	901	228	160	595	912	2,796	116

TABLE O.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1900.—Advanced course.

Name.	Number of students for examination.	Number of proficiency certificates.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.	
Belleville Albert College	12	5	2	3	5	2	17	.....
" High School	50	.....	.....	9	5	.....	14	.....
Ottawa Presbyterian Ladies' College	3	2	2	2	3	1	10	.....
Stratford Loretto Academy	9	2	2	1	5	.....	10	.....
St. Thomas Alma College	11	5	3	4	7	4	22	2
Toronto Havergal College	6	.....	.....	1	1	.....	2	.....
Whitby Collegiate Institute	4	.....	.....	.....	.....	.....	.....	.....
Windsor " "	15	5	3	5	10	3	26	1
Total	110	19	12	25	36	9	101	3

TABLE P.—Certificates awarded to High Schools, etc., 1900.—Mechanical course.

Name.	Number of students for examination.	Number of proficiency certificates.						Number of teachers' certificates.
		Advanced geometry.	Machine drawing.	Building construction	Architectural design.	Advanced perspective.	Total proficiency certificates.	
Cornwall High School	1	.....	.....	.....	.....	.....	.....	.....
Fort William High School	1	.....	.....	.....	.....	1	1	.....
Galt Public Library	11	.....	1	1	.....	.....	2	.....
Peterboro High School	2	2	.....	.....	.....	2	4	.....
Renfrew " "	1	1	.....	.....	.....	1	2	.....
Windsor Collegiate Institute	2	.....	.....	.....	.....	.....	.....	.....
Total	18	3	1	1	.....	4	9	....

TABLE Q.—Certificates awarded Ladies' Colleges, 1900.—Industrial Art course.

Name.	Number of students for examination.	Number of certificates.		Total.
		Wood carving.	Modelling in clay.	
St. Thomas Alma College	4	1	3	4
Total	4	1	3	4

TABLE R.—Certificates awarded Ladies' Colleges, etc., 1900.—Extra subjects.

Name.	Number of students for examination.	Number of certificates.						Total.
		Painting oil colors.	Painting water colors.	Monochrome.	Sepia.	Pastel.	Industrial design.	
Belleville Albert College	8	4	3	.....	.....		.....	7
Ottawa Presbyterian Ladies' College	1	.....	.....	.....	.....		1	1
St. Thomas Alma College	12	5	5	2	2		.....	19
Total	21	9	8	2	2		1	27

TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced Courses were awarded in 1900 :

1. Teachers' Full Certificate—Primary Course.

Name.	Address.
Males.	
Adam, George	Hamilton.
Allison, Raymond	Picton.
Aylsworth, Arthur	"
Berkley, Percy	Morrisburg.
Berney, Kenneth C	Athens.
Black, Noel	Orillia.
Blackwell, George	Toronto.
Borland, William	London.
Brodie, Arthur	Hamilton.
Burke, Joseph	London.
Campbell, Kenneth C	Windsor.
Carter, F	St. Thomas.
Chad, Arthur	Picton.
Cheley, Garnet	Morrisburg.
Cody, Wm. M	Windsor.
Cook, George	Morrisburg.
Cousins, Edwin E	Wallaceburg.
Cruckshank, Wm. D	Hamilton.
Dallyn, Wm	"
Darling, Maurice	Windsor.
Dawson, Wm	Hamilton.
Dickenson, J. A	London.
Dowsley, Wm. C	Athens.
Dwight, Herbert	Picton.
Ellis, Richard J	Athens.
Fero, Bert	St. Thomas.
Foster, Wm. J	Windsor.
Galloway, Ernest	Hamilton.
Gillespie, Peter	Peterboro'.
Girardot, Henry	Windsor.
Green, Peter	Orillia.
Grey, Clarence	Athens.
Hackner, Wesley	Uxbridge.
Hare, Herbert	Picton.
Holland, Arthur	Oshawa.
King, James F	Niagara Falls.
Lawson, Gordon	Athens.
Lee, Arthur M	"
Lennox, Albert	Orillia.
Logan, Ralph	Morrisburg.
Malcolm, Leon	Hamilton.
Mallen, Kenneth	Morrisburg.
Maxwell, W. A	Windsor.
May, Roy	St. Thomas.
Milne, J. W	Toronto.
McDonald, Simon	Windsor.
McDowell, Lawrence	"
McLaughlin, Robt	Morrisburg.
McMullen, Ralph	Picton.
Parke, Roy W	Hamilton.
Pigott, Joseph	
Pinkerton, Walter E	Athens.
Purser, Ralph	Windsor.
Rannie, Leslie	Newmarket.
Riddel, Arthur G	Hamilton.
Robinson, Mahlon	Morrisburg.
Robbins, A	Hamilton.
Shaw, E. Wilfred	Wallaceburg.
Snider, Percy R	Deseronto.
Soper, David	Morrisburg.
Sorsoleil, Milton A	Peterboro'.
Sullivan, Archie	Picton.
Turnbull, Andrew	Windsor.
Uglow, Lawrence	Kingston.
Urry, Ernest	Hamilton
Wagar, Elias E	Deseronto.
Males.	
Walker, Melvin	Athens.
White, Fred. G	Hamilton.
Williams, Merton	Picton.
Williams, Thomas	"
Woon, Ethelbert	Hamilton.
Females.	
Anderson, Mary J	Hamilton.
Archibald, Nellie	"
Athawes, May	"
Batton, Edith	Picton.
Bews, Nellie	Hamilton.
Buckbee, Ella	"
Carr, Mabel	"
Church, Emily	Toronto.
Correll, Edith	Whitby.
Doherty, Mabel	Hamilton.
Duncan, Mirine	"
Dwight, Edith	Picton.
Ferrier, Ethel	Kingston.
Fetterley, Fannie	Morrisburg.
Flanagan, Mary	Toronto.
German, Marcia	Picton.
Gilmour, Maud	"
Gow, Janet	Windsor.
Gould, Alma M	Uxbridge.
Grant, Ethel	Toronto.
Grant, Fern	Wallaceburg.
Grant, Lucy P	St. Thomas.
Greenlees, Elva	Picton.
Halladay, Cora	Athens.
Hehn, Eva Caroline	Windsor.
Jaffray, Mary	Toronto.
Keeler, C. M	St. Thomas.
Kilvington, Clara	Hamilton.
LaForge, Carrie	Windsor.
Long, Annie L	Hamilton.
Lowe, Bessie	"
Mathews, Evadna	Picton.
Meyer, Marie A. L	Windsor.
Mitchell, Johanna	Hamilton.
Morgan, Jessie	Morrisburg.
McAmmond, Luella	"
McIntosh, Aggie	"
McIntosh, Bertha	Woodstock.
McKay, Mabel	"
McMichael, Elsie	Hamilton.
Nicholson, Edith K	"
Peck, Ruth	Windsor.
Phifer, Ethel	Morrisburg.
Platt, Louise	Picton.
Richardson, May	Whitby.
Ringer, May	Picton.
Risebough, Hattie	Richmond Hill.
Rourke, Mabel	Picton.
Seaton, Willa	Hamilton.
Small, Elizabeth	"
Soper, Florence A	"
Sprague, Evaline May	Windsor.
VanDusen, Ethelwyn	Picton.
Walker, Margaret	Hamilton.
Watterworth, Grace McC	"
Webster, Bertha	"
Williams, Rose	Picton.
Windsor, Annie	Markham.
Wrenshall, Alice C	St. Thomas.

2. Teachers' Full Certificates—Advanced Course.

Name.	Address.	Name.	Address.
Banker, Grace E	Windsor.	Hutchison, Maud	Toronto.
Coleman, Wm	Hamilton.	Jones, Kate	St. Thomas.
Colquhoun, Emily E	"	Lemon, Helen	Hamilton.
Corson, Florence Alberta	"	Long, Annie L	"
Ferrier, Ethel	Kingston.	Pigott, Joseph M	"
Fletcher, Margaret	Hamilton.	Smith, Bessie A	"
Fraser, Margaret	"	Thomson, Jessie	"
Grant, Lucy P	St. Thomas.	Wrenshall, Alice C	St. Thomas.
Hazell, Frank	Hamilton.		

Gold, Silver and Bronze Medals Awarded in 1900.

The following medals and special certificates were awarded for the year ending 30th April, 1900.

Gold Medal.

Presented by the Minister of Education for Advanced Course:—Original and industrial designs and drawings from the antique, Agnes Keating, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original industrial design, Carmen Maynard, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best Machine Drawing from models, John Angold, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction or architecture, W. P. Coleman, Hamilton Art School.

Bronze Medals.

For the best painting from life, Lily Stratton, Ottawa Art School.

For the best specimen of painting (oil colors), M. W. Robertson, Toronto Art School.

For the best specimen of painting (water colors), Mary Morton, Belleville Albert College.

For the best specimen of china painting, Miss E. Bevitt, St. Thomas Art School.

For the best drawing from life, Minnie Middleton, Toronto Art School.

For the best specimen of pen and ink drawing, Minnie Middleton, Toronto Art School.

For the best specimen of lithography, Wm. Taylor, Hamilton Art School.

For the best specimen of wood carving, Mrs. E. Hewett, Hamilton Art School.

For the best specimen of modelling in clay, E. E Baker, Kingston Art School.

For the highest number of marks in Primary Art Course (Art Schools), J. W. Milne, Toronto Art School.

For the highest number of marks in Primary Art Course (Ladies' Colleges), Alice C. Wrenshall, St. Thomas Alma College.

For the highest number of marks, Primary Art Course (High Schoo s and Collegiate Institutes), Ralph McMullen, Picton High School.

For the highest number of marks, Primary Art Course (Public Schools), George Adam, Hamilton Central School.

Examination Papers.

The total number of examination papers sent out in 1900 was as follows :

Primary Course.

Freehand	1,279	
Geometry	660	
Perspective	588	
Model Drawing	1,238	
Blackboard Drawing	1,250	
		5,015

Advanced Course.

Shading, flat	194	
Outline, round	147	
Shading, round	264	
Flower Drawing	240	
Industrial design	106	
Competition for gold medal	5	
		956

Mechanical Course.

Advanced Geometry	63	
Machine Drawing	68	
Building Construction	45	
Architectural Design	11	
Advanced perspective	49	
		236
Total		6,207

ART SCHOOLS, ETC.—REPORTS FOR YEAR ENDING 30th APRIL, 1900.

1.—*Hamilton Art School.*

The report of the Hamilton Art School for the year ending 30th April, 1900, shows that 119 students attended the primary course, 92 in the advanced course, 48 in the mechanical course, 43 in the industrial art course and 36 in extra subjects, including painting in oil and water colors, etc.

The students in attendance represented the following trades and professions, viz.—Architects, artists, brassworkers, brushmakers, builders, contractors, cotton operatives, cabinetmakers, clerks, carpenters, carvers, draughtsmen, dressmakers, engineers, elevator makers, embroiderers, gardeners, gasfitters, lithographers, milliners, machinists, moulders, painters, paperhangers, photographers, printers, school-boys, school-girls, students, stenographers, signpainters, tailors, teachers, woodturners, tinworkers, ticketwriters.

The receipts, including the Government grant, were $2,659.55 ; expenditure, $2,582.18 ; balance on hand, $77.37.

2.—*Kingston Art School.*

The report of the Kingston Art School for the year ending 30th April, 1900, shows that 23 students attended one or more subjects in the primary course, 14 one or more

subjects in the advanced course, 12 one or more subjects in the mechanical course, 12 one or more subjects in the industrial art course, and 12 in oil and water colors.

The students in attendance represented the following trades and professions, viz.— Blacksmiths, carpenters, cabinetmakers, clerks, druggists, farmers, millers, machinists.

Receipts, including the Government grant, $578.00 ; expenditure, $573.95 ; balance on hand, $4 05.

3.—*London Art School.*

The report of the London Art School for the year ending 30th April, 1900, shows that 55 students attended one or more subjects in the primary course, 57 one or more subjects in the advanced course, 15 one or more subjects in the mechanical course, 22 one or more subjects in the industrial art course, and 19 in oil and water colors, etc.

The students in attendance represented the following trades and professions, viz.— Artists, architects, carpenters, china decorators, draughtsmen, dressmakers, enamellers, electricians, granitecutters, housekeepers, insurance agents, lithographers, marblecutters, machinists, painters, patternmakers, plasterers, photographers, students, teachers.

Receipts, including Government grant, $; expenditure, $; balance on hand, $.

4.—*St. Thomas Art School.*

The report of the St. Thomas Art School for the year ending 30th April, 1900, shows that 50 students attended one or more subjects in the primary course, 29 one or more subjects in the advanced course, 25 one or more subjects in the mechanical course, and 22 in one or more subjects in the industrial art course.

The students in attendance represented the following trades and professions, viz.— Boilermakers, bookkeepers, clerks, carpenters, insurance agents, masons, moulders, students and teachers.

This school is incorporated with the St. Thomas Free Library, which contributes toward its maintenance. The receipts and expenditures are included in the report of the St. Thomas Free Library.

5.—*Toronto Art School.*

The report of the Toronto Art School for the year ending 30th April, 1900, shows that 42 students attended one or more subjects in the primary course, 91 one or more subjects in the advanced course, 8 one or more subjects in the mechanical course, 23 one or more in the industrial art course, and 51 in oil and water colors, etc.

The students in attendance represented the following trades and professions, viz.— Artists, architects, bookkeepers, clerks, cabinetmakers, designers, decorators, draughtsmen, engravers, electricians, expressmen, gilders, glass stainers, illustrators, lithographers, machinists, photographers, photogravures, patternmakers, stonecutters, students, sign writers, teachers, woodcarvers.

Receipts, including Government grant, $3,173.45 ; expenditure, $3,005.43 ; balance on hand, $168.02.

6.—*Ontario Society of Artists.*

The report of the Ontario Society of Artists for the year ending 30th of April, 1900, shows that at the Industrial Exhibition held in Toronto in 1900, 274 pictures were exhibited under the control of the society.

At the twenty eighth annual exhibition in their art gallery, 183 pictures, by sixty exhibitors, were hung.

The two works, selected by the Society, for the Provincial Art Gallery were " On the River Road," Laura Muntz, and " When the Lights are Low," F. S. Challener.

Receipts, including Government grant, were $4,490.27 ; expenditure, $2,830.92 ; balance on hand, $1,659.35.

7.—*Provincial Art Gallery and Educational Museum.*

In 1895 the Act made provision that out of the Government grant of $500.00 to the Ontario Society of Artists, two pictures to the value of $200.00 shall be purchased annually to become the property of the Education Department for the Provincial Art Gallery. In 1897 the Minister of Education entered into an agreement with the Society, that provided it would keep one of the large galleries in the Educational Museum filled with the recent work of its members, that pictures would be purchased annually for the Provincial Art Gallery to the amount of $800.00.

The following is a list of paintings purchased by the Education Department, from the members of the Ontario Society of Artists, up to the end of the year 1900 :

Paintings for Provincial Art Gallery.

Atkinson, W. E.—Evening ; Winter in Holland.
Bell-Smith, F. M.—Island Park ; Westminster Bridge.
Blatchly, W. D.—A Quiet Pool ; Spring on the Hill ; In the Woods.
Carlyle, Florence.—The Rose Birthday.
Challener, F. S.—The Milk Maid ; Low Lights ; Fireside Fancies.
Coleman, A. P.—Farm, St. Lawrence River.
Cutts, W.—Coast of Dorset.
Gagen, R. F.—When the Tide is Low ; Magog's Hills.
Hagarty, Clara S —Luxumbourg Gardens.
Knowles, F. McG.—Notre Dame ; Pool of London.
Manly, C. M.—Dartmoor ; Stour at Canterbury ; A Water Gate.
Matthews, M.—Tops of Mount Stephen.
Martin, T.—Road through the Beeches.
Martin, H.—Holy Cross Abbey.
Muntz, Laura.—In the Sunlight ; On the River (Holland).
O'Brien, L. R.—Camping Out ; Gathering Hay.
Reid, G. A.—The Berry Pickers ; Reading.
Reid, Mary H.—A Poppy Garden ; Roses.
Rolph, J. T.—Humber River.
Sherwood, W. A.—The Gold Prospector.
Spurr, G. E.—A Surry Heath ; A Mill, Redhill.
Staples, O. P.—Changing Pasture.
Tully, S. S.—At the Loom ; Monday Morning ; Jeanne.
Verner, F. A.—Sunset.

Fine Arts Department, Educational Museum.

A collection of works executed by Art Students in different Schools of Art in the United Kingdom, representative of the subjects of instruction for which grants in aid are made by the Science and Art Department, South Kensington, London, England, and which gained awards at the National Competition, selected by the Lords of the Committee of Council on Education, secured through the efforts of the Hon. the High Commissioner of Canada, has been secured for the Educational Museum during the year. *Art Schools Represented* : Royal College of Art, Ashton-under-Lyne, Bradford, Bristo', Coalbrookdale, Dover, Heywood, Grantham, Lancaster, Manchester, Marylebone, Plymouth, Redditch, St. Albans, St. Pancras, Southampton, Widnes, Worcester. *Drawings and Paintings* : Geometrical drawing, freehand drawing from the cast, model drawing, shading from the cast, perspective, architecture, plant drawing, flower and tree designs, design in outline, drawing from the antique, study of drapery, painting ornament in monochrome, group in water colors, historic styles in ornament, ornamental design, drawing from the nude, study of drapery, painting figure from the nude, architectural drawing from measurement, time sketches from life. *Modelling* : Modelling ornament from the cast, figure from antique, fruits, etc., from nature, design, anatomical studies, the human figure from the nude, human figure in relief.

8. *Provincial Art School Exhibitions.*

An Industrial Art School Exhibition was held at the Hamilton Art School from the 10th to 19th of July. In addition to the students' work, the paintings, drawings, etc., belonging to the Education Department were exhibited. The exhibition was a great success.

The pictures, drawings, etc., were subsequently exhibited at Ottawa.

LITERARY AND SCIENTIFIC INSTITUTIONS.

1. *Hamilton Literary and Scientific Association.*

The report of the Hamilton Literary and Scientific Association for the year ending 30th April, 1900, shows that the high character of the work of former years has been fully maintained. During the year four meetings of the Council were held, also, seven of the general association, and twenty-four meetings of sections, at which papers were read and discussed on history, fine arts, geology, biology, etc.

Additions have been made to the biological and geological sections of the museum.

Specimens have been presented to the British museum, Washington museum, Dublin museum and other museums, including Ottawa and Montreal.

The receipts, including Government grant, were $671.35; expenditure, $458.05; balance on hand, $213.30.

2. *Kingston School of Mining and Agriculture.*

The report of the Kingston School of Mining and Agriculture for the year ending 30th April, 1900, shows that the number of students in attendance was as follows: Mining Engineering (degree course) 50; Mining Engineering (prospectors' course) 6; other Engineering courses 12; other courses 146; total 214.

The improvements in the mining laboratory have greatly facilitated practical instruction in ore dressing. Several commercial tests for gold and copper have been made during the year.

Cheese-making and butter-making, dairy school branch, 106 students registered.

Receipts, including Government grant, $17,745 89; expenditure, $17,745.89.

3. *Ottawa Literary and Scientific Society.*

The report of the Ottawa Literary and Scientific Society for the year ending 30th April, 1900, shows that the past year has been one of the most vigorous as well as one of the most prosperous experienced. The receipts from membership fees were $672. Fourteen lectures on history, literature and science were given during the session.

The reading-room contains daily and weekly newspapers, and Canadian, English and American reviews and magazines in various branches of literature, science and art, which cost $153.

The library, exclusive of reports, transactions, etc., received from kindred associations, has been increased with 205 volumes, and 6,073 volumes have been issued.

As there is no public library in Ottawa this library is well patronized.

The Social Science Club is now in affiliation with this society.

The receipts, including Government grant, were $1,259 78; expenditure, $1,164 36; balance, $95.42.

4. *Institut Canadien Francais d'Ottawa.*

The report of the Institut Canadien Francais d'Ottawa for the year ending 30th April, 1900, shows that the following courses of instruction were given during the session by eminent professors and other distinguished men.

Literary course on Canadian history, etc. eight lectures. These "Soirees de Famille" were largely attended and greatly appreciated. The lectures were accompanied by vocal and instrumental music, etc.

Musical Course: The L'Orpheon Canadien Francais was attended by about fifty members.

Fencing Class: This class was attended by about sixty members, who while learning the sword exercise developed their physical strength, suppleness of movement, steadiness of their eyes, etc.

The library and reading-room have been largely increased during the year by purchase and contributions from scientific societies in Europe and America.

The receipts, including Government grant, were $1,082.05; expenditure, $1.655.27; deficit, $573.22.

5. *St. Patrick's Literary and Scientific Association.*

The report of St. Patrick's Literary and Scientific Association for the year ending 30th April, 1900, shows that $2,378.30 was expended during the year. The library, which was largely augmented during the year, contains 984 books on the following subjects: History, biography, voyages and travel, science and art, general literature, poetry and the drama, religious literature, fiction, miscellaneous, works of reference. The reading room is supplied with 11 daily and weekly newspapers and 6 periodicals. One hundred and twenty-five members availed themselves of the privileges of the library, etc., during the year.

The receipts, including Government grant, were $2,378.50; expenditure, $2.317.99; balance on hand, $60.31.

6. *Ontario Historical Society.*

The report of the Ontario Historical Society for the year ending 30th April, 1900, shows that the membership has greatly increased in the following affiliated societies, viz.: Belleville and Bay of Quinte Historical Society, Elgin Historical Society, Grenville Pioneer and Historical Society, Halton Historical Society, Lambton Historical Society, Lundy's Lane Historical Society, Niagara Historical Society, Niagara Falls U. E. Loyalists' Association, Oxford Historical Society, Perth Historical Society, Simcoe Pioneer and Historical Society, Women's Canadian Historical Society of Toronto, Women's Canadian Society of Ottawa, Women's Wentworth Historical Society, Wentworth Pioneer and Historical Society, Thorold and Beaverdam's Historical Society, York Pioneer and Historical Society.

During the year the society has issued volumes II and III of its Papers and Records.

7. *Ottawa Field Naturalists' Club.*

The report of the Ottawa Field Naturalists' Club for the year ending 30th April, 1900, shows that it has 300 members. The club's work lay chiefly in the direction of researches in geology, botany, entomology, ornithology, conchology, general zoology and archæology. Three general excursions and nine weekly sub-excursions were held, and Monday afternoon lectures given on the following subjects: Geology, ornithology, entomology, conchology, botany, zoology, forest trees

A course of eight lectures and entertainments were given during the winter season, viz.: Inaugural address and conversazione; meeting for the exhibition of specimens, including papers and lantern slide illustrations; electric currents of high potential and high frequency; microscopical soiree, reports of council, etc.

Fifteen volumes of the "transactions" of the Club have already been issued.

8. *Canadian Institute, Toronto.*

The report of the Canadian Institute, Toronto, for the year ending 30th April, 1900, shows that twenty-two ordinary meetings were held during the year, at which twenty-two papers were read on the following subjects, viz.: Geology, mineralogy, forestry, colour photography, biology, ethnology, botany, history, topography, etc.

The Biological section held 11 meetings at which 11 papers were read on botany, entomology, ornithology and kindred subjects.

The Institute has during the past year received 2,297 exchanges from about 470 learned societies in different parts of the world.

Periodicals and books taken out by members, 739.

Publications during the year, Parts 2 and 3 of volume 2 of the Proceedings.

The Memorial Volume is nearly ready for distribution to members and correspondents of the Institute.

Receipts, including Government grant, $4,116.98 ; expenditure, $3,600.44 ; balance on hand, $516.54.

9. *Astronomical and Physical Society of Toronto.*

The report of the Astronomical and Physical Society of Toronto for the year ending 30th April, 1900, shows that it has 3 life members, 12 honorary members, 18 corresponding members, 74 active members and 14 associate members.

Twenty-five meetings were held during the year at which a large number of papers were read and discussed, these are published in the transactions of the Society, which also contains an address by Arthur Harvey, F.R.S.C., on Astronomy in Infancy, Youth and Maturity ; an illustrated paper by John A. Patterson, M.A., on Oceanic Tides and Tidal Phenomena as revealed in the Genesis of Worlds ; transactions of the Meaford Astronomical Society.

The receipts, including Government grant, were $463.58 ; expenditure, $430.80 ; balance, $32.78.

APPENDIX M.—*CERTIFICATES, ETC.*

1. Inspectors' Certificates Issued in 1900.

Cook, Henry Francis, B.A.
Chenay, David.
Denyes, James Malcolm, B.A.
Emery, John W.
Edwards, Clarence Bartlette, B.A.
Fraser, Charles McLean, B.A.
Foik, Henry John.
Husband, Almeron Judson, B.A.
Houston, William, M.A.
Libby, Minnie Fennessy, B.A.
Langford, Thomas Eli, M.A.
McLean, Allan Edmund, B.A.
McDougall, James Brown, B.A.
Rush, Myron Leslie, B.A.
Sills, William Ryerson, M.A.
Scovell, Holland R., B.A.
Taylor, John Gladstone, B.A.
Weidenhammer, Fred. J., B.A.
Waines, William Leslie.
Wilson, Thomas Matheson, B.A.
Walks, Robert Hilton, B.A.

Total—21.

2. Certificates—High School Principals and Specialists, 1900.

Allin, Elizabeth, B.A. (Fr. and Ger.)
Bains, Archibald W., B.A.
Bishop, Charles Peter, B.A.
Bragg, Thomas George, B.A. (Classics, Fr. and Ger.)
Brown, Harry William, B.A. (Eng. and Hist., Fr. and Ger.)
Brown, Oliver Jenison, M.A.
Bruels, Ira Delos, B.A.
Campbell, Daniel Alexander, B.A. (Science.)
Carstairs, John Stewart, B.A. (Eng. and Hist.)
Colling, John Knowles, B.A. (Classics.)
Conn, Henry, B.A. (Science.)
Croskery, Robert Arthur, B.A. (Classics.)
Doidge, Thomas Clarke, B.A. (Commercial.)
Edwards, Clarence Bartlette, B.A.
Fraser, Charles McLean, B.A. (Science.)
Graham, William Andrew, B.A.
Johnston, John Kenneth, M.A. (Science.)
Kirkland, William Stuart, B.A. (Science.)
Lane, James Stanley, B.A. (Fr. and Ger.)

2. Certificates—High School, etc.—*Continued.*

Lee, Samuel Carson, B A. (Science.)
Longmore, Howard Bruce, B.A.
Luton, James T., B.A. (Classics.)
MacPherson, Walter Ernest, B.A. (Eng. and Hist., Fr. and Ger.)
McNiece, James, B.A. (Science.)
McPhail, Alexander C., B.A.
Mowbray, William, B.A. (Eng. and Hist.)
Myer, Albert Nicholas, M.A. (Mathematics.)
Nichol, William Wallace, B.A. (Mathematics.)
Norman, Lambert, B.A. (Eng., Hist., Fr. and Ger.)
Park, Henry George, B.A., B.Pæd. (Classics.)
Power, John Francis, M.A. (Science.)
Rosevear, Howard Stanley, B.A. (Tor.); A.M. (Harvard). (Science.)
Spooner, Armon Cortez, B.A. (Eng. and Hist., Fr. and Ger.)
Stoddart, Robert, B.A. (Classics.)
Taylor, John Andrew, B.A. (Science.)
Van Every, John Fair, B.A. (Eng. and Hist., Fr. and Ger.)
Weidenhammer, Frederick J., B.A. (Fr. and Ger.) Total—37.

3. Certificates—High School Assistants and Specialists, 1900.

Anglin, Robert W., M.A. (Mathematics.)
Brown, Percy William. (Science.)
Cameron, John Shaw. (Mathematics.)
Carr, Walter Reuben, B.A. (Mathematics.)
Day, Alfred Ernest, M.A. (Eng. and Hist., Fr. and Ger.)
Dingle, Grace Keane, B.A. (Eng. and Hist., Fr. and Ger.)
Dolan, John Henry, B.A. (Classics.)
Durnin, George Alexander.
Johnston, Robert William.
Kilmer, Ernest Elgin C. (Science.)
Kirkland, William Stuart. (Science.)
Libby, Minnie Fennesey, B.A. (Eng. and Hist.)
McPherson, Angus William, B.A.
Martin, John Moore, B.A. (Science.)
Menish, Janet Isabel, B.A. (Eng. and Hist., Fr. and Ger.)
Might, Lincoln. (Science.)
Mills, Martha Christine, B.A. (Fr. and Ger.)
Moran, John Eaton.
Morgan, John James, B.A. (Science.)
Parlee, Edith. (Commercial.)
Phelps, Frances G., B.A. (Eng. and Hist., Fr. and Ger.)
Richardson, Kate. (Commercial.)
Riddell, Agnes R., M.A. (Eng. and Hist., Fr. and Ger.)
Rudlen, George William, B.A. (Mathematics.)
Tennant, Adelaide Emma, B.A. (Eng. and Hist., Fr. and Ger.)
Voaden, Arthur C. (Commercial.)
Wetherald, Hubert McKay.
Wightman, Robert, B.A. (Mathematics.) Total—28.

4. Number of Public School Teachers' Certificates, 1900.

	Male.	Female.	Total.
First Class Certificates	39	36	75
Second Class Certificates	122	512	634
Third Class, per County Model School reports	327	677	1,004

5. List of Provincial Certificates issued by the Education Department, 1900.

I. FIRST CLASS.

Allingham, Thos. David.
Anderson, Henry Nichol.
Andrews, Louise.
Baker, Ada Helena.
Baker, Lilian Maude.
Bambridge, Celia.
Beale, Herbert Benson.
Bell, Sarah Jane.
Bruce, Jessie.
Bryce, Walter (B.A.).
Bulmer, Lizzie J.
Chace, Ethelwyn Gordon.
Choate, Annie.
Clark, Joseph Campbell, B.A.
Closs, Frank David.
Cluff, Elizabeth Maud, B.A.
Cook, Henry Francis.
Coons, Eardly S.
Corsant, Hannah.
Couch, Samuel.
Courtice, Samuel J.
Cruickshank, Libbie.
Culham, Hattie.
Dudley, Alice Maud.
Eagle, David.
Elliott, Robt. Leopold.
Forfar, Lena Maude.
Gordon, John Alex.
Guggisberg, Walter W.
Hanna, Winnie A.
Henderson, A. Ethyl.
Hobbs, Thomas.
Huyck, P. H.
Irwin, Joseph A.
Johnston, Agnes.
Kappele, May Isabella.
Keast, Walter.
Kennedy, Thomas.
Klippert, Katherine.
Lawrence, Edith.
Lick, Middie.
Loucks, Horatio.
McBride, Fred. Nelson.
McDougall, Duncan, B.A.
McEachern, Mary.
McLennan, Elizabeth.
McLennan, Jennie.
McTaggart, Alfred.
Malcolm, Wyatt.
May, Lillian D.
Minaker, Mary E.
Morris, Ethel.
Patterson, Annie Blanche.
Ramsay, James Alex.
Ross, Isabella M.
Saunders, William John.
Saunders, William Robt.
Schofield, Wm. Arthur.
Simpson, Ernstein.
Sine, Frederick.
Smith, John Alfred.
Spark, George.
Strachan, Ada M.
Tasker, Minnie Maude.
Taylor, John Gladstone, B.A.
Taylor, Mabel Annie.
Thompson, Geo. Lucan.
Twiss, Fannie Adelia.
White, Edwin Theodore.
Watterworth, Grace McC.
Widdis, John Bowers.
*Will, Geo. Edwin.
Williams, Ethel Jane. M.
Wyatt, W. Baxter.
Young, Ernest H.

Total—75.

II. SECOND CLASS.

(1) London Normal School, June, 1900.

Allin, Eleanor.
Augustine, Claire M.
Ayers, Marion.
Ball, Jessie R.
Barkley, John.
Bird, Laura.
Black, Maggie P.
Blackwell, Maud.
*Bogue, Edith.
Brown, Alice.
Brown, Violet F.
Bower, Helen.
Campbell, Flora B.
Campbell, Nellie.
Consitt, Annie E.
Courscey, Lily M.
*†Cripps, Minnie E.
Cundal, Minnie E.
Curtis, Jeremiah T.
*Dadson, Lena.
Davis, Mary E.
Davidson, Louise.
Dunkin, Charlotte.
Eby, Edgar O.
Evans, David W.
Fawcett, Jackson E.
Fee, Annie P.
Ferguson, Jessica,
Fettes, Lillie.
Field, Eva.
Flumerflet, William M.
Francis, Lena M.
French, Harriet.
Gillespie, Marjorie.

* Honors. † Medalist.

(1) *London Normal School—Continued.*

Graham, Margaret.
Gray, Sadie.
Greaves, Maud.
Hair, Louise.
Hamilton, Anne.
Harcourt, Lizzie.
*Harrison, Henry.
Hassett, Etta.
Hawkins. Walter B.
Heath, William.
Holtby, Ada Visalia.
Hutton, Mary.
Hyde, Edith Blanche.
Jamieson, Nellie A.
Jarvis, Maud L. L.
*Keefe, Margaret.
Laird, E. Alberta.
*Lawrence, Herbert.
Lewis, Charity.
Love, Grace.
Lowe, Barbara.
Mair, Rebecca E.
Mann, Marjorie.
Mansell, Nathan C.
*Michener, Grace.
Miller, L. Trueman.
Milliken, Jessie.
Milne, John D.
Mowbray, Jennie.
*Murdock, Sarah.
Macdonald, Kate B.
Macdonald, Lilian.
Macpherson, Ada M.
McAllum, Irwin S.
McDonald, Phemia.
McKinnon, Charles J.
McLaren, Nettie R.
McQuarrie, Archibald A.
Neill, Ella.
O'Brien, M. Jennie.
O'Meara, Nellie.
Padfield, Mary.
Penfold, Maud M.
Pepper, Samuel D.
Plewes, Edith E.
Porteous, Marion D.
Rife, Eliza J.
Ripley, Amos T.
Rivers, Rebecca.
Ross, Bessie M.
Ross, Maud.
Sharp, William H.
Sheppard, Mabel.
Smith, Duncan.
Staples. Edgar.
Steer, Fanny E.
*Stewart, Kate M.
Sunter, Rachel,
Taylor, Ora.
Taylor, Walter James.
Thompson, Eleanor.
*Tovell, Ida J.
Walker, Stella.
Webster. Violet J.
Whittaker, Edith M.

Total—99

(2) *Ottawa Normal School, June, 1900.*

*Anderson, Harriet.
Armstrong, Bella.
Atcheson, Eliza Jane.
Bancroft, Laura Bella.
Barnett, Ella B.
Barry, Matthew Geo.
Bell, Arthur Meaford.
Bird, Eva Maud.
Black, Rhoda.
Bolton, Elmer.
Boyce, Henry A.
Brackenridge, Hugh F.
Byrnes, Maria.
Cahill, Hattie Marie.
†*Cain, Walter Chas.
*Cannon, Elma Edith.
Carr, Morley Norton.
Chapin, Arthur S.
Chapman, James Wellington.
Chisholm, Jessie Ross.
Cooper, Nellie M.
Draper, Mary Irene.
Duff, Bertha.
Ealand, Eva Mary.
Earle, Christie C.
Ennis, Aura.
Fader, Howard.
Fergusson, Sara Ellen.
Faulds, Anna Victoria
Franklin, Helen Gertrude.
Gale, Helen Iona.
*Gibson, John Wesley.
Gilbert, Eva Gertrude.
Gillespie, Ethel Mildred.
Gowsell, Mary Ethel.
Graham, John Albert.
Graham, Lizzie Mabel.
Hale, Lizzie A.
Harvey, Norman T.
Heenan, Maggie.
Heron, Janet.
Hipson, Sarah L.
Howes, Margt. Mathilde.
Hull, Annette.
Hutchison, John A.
Irwin, Emily G.
Johnston, Annie Young.
Jones, Angie.
Jones, Jennie R.
Kennedy, Emma V.
Kerr, Jessie E.
King, Annie Elizabeth.
Lawrie, Isabella.
Legge, Alberta.

* Honors. † Medalist.

(2) Ottawa Normal School—Continued.

Legge, Annie Maud.
Leighton, Annie.
Ligget, Mabel.
MacIntyre, Maud.
Mackenzie, Malinda M.
McClure, Emma E.
McConnell, John.
McDonald, Ella.
McDougall, Tena.
McIntosh, Maud Marion.
McKee, Fred. W.
McKessock, Robt. James.
McLennan, Christina.
McQuade, Olivia.
Meldrum, Margaret Nicol.
Moorhouse, Lena.
Morris, Minnabel.
Pound, Lizzie.
Queen, Anna Elizabeth.
Ramsay, Charles.
Reilly, Maggie A.
*Robson, May Elizabeth.
Rorke, Minnie Bell.
Sewell, Jean Isabel.
*Shannon, Francis M.
Shaver, Thos. Peter.
Smith, Tena.
Somerville, David L.
Somerville, Joseph M.
Spence, Victoria Adelaide.
Stauffer, Joseph E.
Steele, Minnie Jessie.
Stuart, Edythe Pearl.
Thomson, Lillie Maud.
Thornton, Fred. Chas.
Toohey, Anna Mary.
Van Alstyne, Mai Irene.
Van Luven, Emma.
Ward, Maggie.
*Watson, Margaret Eleanor.
Weaver, Maud Helena.
Willer, May Maud.
Willoughby, Hester Maud.
Woodland, Muriel Ethel.

Total—98

(3). Toronto Normal School, June, 1900.

Aitchison, Isabella Murdie.
Allen, Lizzie Dunning.
Allen, Minnie Alexandria.
Anderson, Effie.
Archer, Jessie Isabel Agnew.
Armitage, Edith Edna.
Armstrong, Bella Maude.
Banting, Norma Agnes McLean.
Barton, Harriet Susie.
*Borland, Ethel.
Brock, Melissa.
Brooks, Annie Edythe.
Brown, Bertha.
*Buckham, Jessie Mar.
Burkholder, John Herbert.
Calder, Elizabeth.
Clowes, Mary Helen.
*Cobourn, Annie Amelia.
Cockrane, Florence May.
*Cole, Evelyn S.
Coristine, John H.
Currie, Mabel A.
Currie, Mary Walker.
Currie, Tena.
Dawson, Ethyl.
Deans, Isabella Cowan.
Delamere, Agnes.
Dickson, Dida May.
Dixon, Florence Aileen.
*Dixon, William F.
*Dowling, Fred Smeaton.
*Drury, John.
Farr, Nellie.
Ferguson, Josephine.
Foerster, Erlwin.
Frayn, Amelia Sarah.
*Gesner, Bertha.
Gifford, Mary Ann.
Glass, Celia.
Groff, Clara Louise.
Gundry, Florence May.
Haith, Sabina.
Hall, Edith Eleanor.
Harkley, Mary.
Harkness, Kate.
Hendry, Ethel Gertrude.
Hiscock, Eleanor Curragh.
*Hogg, Winifred Marg't.
Hunter, Martha.
Hunter, Miemma.
*Hutchinson, Lanah.
Hutchinson, Thomas.
Jackson, Emma.
Kennedy, Annie.
Kerr, Annie Edna.
Knapp, Sarah Edith.
†*Lacey, Essie.
Langs, Clara Rosemond.
Large, Adelaide.
*Leach, Minnie.
Legge, Bessie Adelaide.
Lewis, Edith Josephine.
*Lytle, Alice.
Marshall, Bella H.
*Martin, Alice.
*Martin, Maude.
Meldrum, Anna M.
Milne, Maggie.
Mitchell, Helen Agnes.
*Mittlefehldt, Frank.
Monkhouse, Sophia.
Mountjoy, Edith C.
Murch, Bessie Adeline.
Mackenzie, Janet Isabel.
McArthur, Marie.
McBrien, Alice.

* Honors. † Medalist.

(3) Toronto Normal School—Continued.

McCabe, Rose.
McCully, Edith Sarah.
*McDonald, Ethel,
McEwen, Helen May.
*McKnight, Mabel.
McLauchlin, Sarah Victoria.
McLaughlin, Jessie.
*McLaughlin, Wm. Ernest.
McPherson, Jennie.
Newton, Amy.
*Nichol, John.
Page, Ida Mabel.
Peterson, Libbie.
Pilkey, Ida Bethia.
Pilkey, Jennie Forfar.
Pratt, Bella.
Proctor, Susie Elvira.
Poucher, Norman Young.
Reed, Lena.
Reid, Alma Jane,
Reynolds, Eleanor Spelman.
Roberts, Annie Sophia.
*Robertson, Alicia Enid.
*Robinson, Georgie.
Rowland, Ralph Stutt.
Saylor, Augustus Belle.
*Schmidt, Ina.
Sexsmith, Elisa.
Shantz, Minnie Bowers.
Sherriffs, Mary.
*Sing, Gertrude Mary.
*Smart, Maggie.
Smillie, Margt. Alice.
Smith, Agnes Falliott.
Smith, Alice Maude.
Smith, Maggie.
Snider, Geo. Egerton.
Steele, Berta.
*Stephens, Amelia Ann.
*Swalm, Isabel Rankin.
*Tedd, Nellie Emily.
*Thomas, Emilie Rosetta.
Thompson, Winnifred.
Van Camp, Cora May.
Vance, Robt. James.
Ward, Eva.
Watson, Laetitia Lydia, B.A.
Watson, Jessie.
Watson, Bertha Lorne.
White, Florence Jane.
Willard, Susan.
*Willoughby, Mabel Estelle.
Young, Debbie.

Total—129

(4). London Normal School, December, 1900.

Adams, Edna Ross.
Adkins, Bertha.
Anderson, Jean.
Annis, Fannie.
Barrett, Robert John.
Bayne, Mary M.
Beaumes, Tina
Benn, Mary C.
Boddy, Eleanor E.
Boland, John Joseph.
Brenn, Maggie.
Brintnell, John D.
Bruce, Eva.
Caddy, Mrs. Alma.
Cameron, Alice.
Campbell, Archd. D.
*Clark, Annie M.
Corbett, Mildred.
Cowie, George.
Creech, Richard N.
Cruickshank, Thomas N.
Cunningham, Lizzie.
Dinsmore, Georgetta.
Dunn, Violet.
Ewing, Norma.
Ferguson, Mary Louise.
Findlay, Stella, R.
Fisher, Florence.
Fraser, Jennie C.
Gilbank, N. Berton.
Gowland, John E.
†*Graham, George.
Grant, Aletha.
Gray, Maggie.
Greenaway, William J.
Hammond, Sarah.
*Harrison, Duncan R.
Harvey, Abbie F.
Haskett, Violet M.
Higginson, Nellie.
Hilborn, Rose.
Hodges, Annie.
Houlahan, Patrick.
*Hurlburt, Fred. H.
Hutt, Mary M.
Jeffrey, Mabel.
Kilbourn, Lizzie.
Knowles, Margaret H.
Lints, Maggie.
Mark, Wesley.
Mills, J. Georgina.
Montgomery, Belle.
Moore, Lily Belle.
Murray, Annie.
McArthur, Mary.
McCoy, Emma.
McCue, Stasia E.
McDonald, David A.
McGregor, Daniel N.
McIntosh, Norman.
McIntyre, Annie May.
McIntyre, Katherine.
Macintyre, Maud.
McKee, Mary.

* Honors. † Medalist.

(4) *London Normal School—Continued.*

MacKerracher, William.
McLaren, Alice.
MacRae, Mamie.
Parsons, Bertha.
Poole, Minnie.
Potter, Robert B.
Pratt, Eliza.
Reid, May.
Robinson, Minnie E.
Ross, Frederick.
Russell, Beatrice M.
*Sanders, Mamie L.
Scott, James A.
Snell, John A.
*Sproule, Muriel.
Sproule, Pearl.
Stewart, Lizzie M.
Stewart, Mary E.
Sunter, Bertha.
Sunter, Ellen.
Thorburn, Nellie.
Torrance, Grace.
Trout, Ella M.
Tye, Alice W.
Vanstone, Lizzie H.
Walker, Florence.
Ward, Jessie.
Warren, Clark.
*Williams, Eva L.

Total—93.

(5). *Ottawa Normal School, December, 1900.*

Bain, William Geo.
Baker, Lillian Collings.
*Bates, Esther.
Boyd, Wesley.
Brown Amelia.
Byrnes, Catherine.
Cairns, Laura.
Cameron, Lizzie.
Campbell, Edith Alice.
Carroll, Lena.
Chadwick, Norah Annie.
Colborne, Phœbe.
D'Arcy, Clara Agnes.
Davidson, Mildred.
Day, Clella Lavina.
†*Donald, Sara.
Dougan, May Charlotte.
*Doyle, Daniel Joseph.
Ellenor, Fannie.
Elliott, Hugh.
Elmhirst, Fred. John S.
Faulker, Ella.
Ferguson, Ernest Walton.
Ferris, Eva Montrose.
Gamble, William Geo.
Gile, Nina.
Gillespie, Elizabeth.
Grant, Christina Jessie.
*Greenan, Nellie.
Hanna, Jennie.
Hanna, Lillian Mabel.
*Heatlie, Norman James.
Helmer David Theodore.
Honeywell, Barbara Jane.
Hurlbut, Gertrude.
Innes, Maggie.
Johnston, Minnie Marion.
Johnston, Wilda Agnes.
Jones, Ella May.
Kerr, Chas. Bernard.
Kerr, Edmund T.
Kerr, Nina Jane.
King, William.
Koch, Henry R.
Lethbridge, Marion.
Loney, Katie.
Lynett, Jeannie.
*Mabee, Ethel.
Malloch, Margaret.
Middleton, Elizabeth.
Middleton, Lillie Edith.
Moore, James Herbert.
Morgison, Rose Veronica.
McCann, Nellie.
McDermid, James Angus.
McDougall, Florence Adeline.
McEwen, Agnes.
McLaughlin, William John.
McLean, Clara Grace.
McMillan, Christina Sara.
Nicol, Lizzie Isabel.
O'Brien, Annie.
Olmsted Mabel.
O'Leary, Mary.
O'Neail, Ella.
Palmer. Mary McNaughton.
Peverley, Ethel Margt.
Phillips, Winnifred Emily.
*Purdy, Agnes Rose.
Rattray, Jessie.
Robinson, Minnie Bell.
Roger, Mary.
Service, Ketha Winnifred.
Shaw, Iva May.
Skiffington, Annie.
Sparling, Anna May.
Stevens, Mrs. F. C. (Nellie).
Tasker, Fannie Eliza.
Taylor, Lizzie.
Teskey, Naomi May.
Thompson, Bertha Louise.
Urquhart, Julia.
Vail, Annie.
Weeks, Lizzie.
Whillans, Marie Louise.
Whiting, Adella.
Worley, Ernest Geo.
Wyman, Julia Ellis.

Total, 88.

*Honors. †Medallist.

(6) *Toronto Normal School, December, 1900.*

Agnew, Bertha Ethel.
Ames, Milton Fralie.
Atkinson, Emily.
Badgerow, Pearl Hildred.
Barmby, Hattie.
Bateman, Mabel.
Baxter, Duncan Alex.
Beabion, Emma.
Bell, Eliza.
*Blacklock, Ella Rose.
Brisbin, Lottie.
Burbidge, Effa Maud.
Caldwell, Joseph Edward.
Campbell, Mamie Dunn.
Carroll, Annie Rebecca.
Carter, Imogen M. L.
Casserly, Lily Anna.
Clapp, Maud Sarah.
Clark, Ethel Elizabeth
Clarke, Jennie.
Clarke, Frank B.
Clayton, Geo. Alex.
Clemen, Nellie.
*Colles, May Evans.
Cook, Alice Lillian.
Courtice, John Thomas.
Crawford, Edith Lillian.
Crown, Eva.
Currie, Flora A.
Currie, Margaret Euphemia.
*Davis, Della Maud.
Decow, Jennie.
*Delany, Harriet Evelyn.
Denne, Margaret Jane.
Dunlop, Ethel Denison.
*Edwards, Ethel.
Erskine, Mary Frances.
Evans, Gertrude Beattie.
Evans, Maggie A.
Ferguson, Lexie.
Fry, Lillian Emma.
Fyle, Carrie Edith.
Golden, William John.
Hallett, Elizabeth.
Hanlon, James Raymond.
Harry, Frank Thomas.
Harvey, Albert.
Haslam, Nellie Mary.
Hastings, Ida Alberta.
Hewett, Clara A.
Hill, Russel Neil.
Hogg, Annie Maud.
Holmes, Mary Gertrude.
Hunter, Lizzie M.
Inch, William John.
*Inglis, Edna Louise.
Isbister, Lilla Belle.
Isbister, Nina Jeannette.
James, Mary Rebecca.
Jarmin, Frances Alma.
Johnston, Jennie Ann.
Johnstone, Maggie Ann.
Jose, Edith Jane.
Keenan, Jennie.
*Kirkwood, Margaret Pattullo.
Kinsley, Jean Mabel.
Lanigan, Kate A.
Livens, May.
*Martin, Lewis Alex.
Menzies, John Sinclair.
Miller, Minnie Jane.
Moore, Eleanor Louise.
*Moran, Mary Elizabeth.
Muckle, Mary Jane.
Munn, May Hamilton.
Mackenzie, Anna Mabel.
McAsey, Nellie Elizabeth.
*McClive, Fanny T.
McCracken, Mary Elvira.
McDonald, Thos. Albert.
McKitterick, Annie Ellen.
McMillan, Helen.
†*Nelson, Marcus Octavius.
Ness, Arthur Edward.
Norris, Sarah Martha.
Norton, Jane Ann E.
Olver, Clara Henrietta.
Pettit, Etta.
Pettapiece, Bell Frances.
Platt, Addie Mabel.
Potts, Florence Almenda.
Precious, John Hunt,
Putnam, Cora Estelle.
Redmond, Jessie.
Richardson, Geo. Parker.
Ross, Viola.
Rowe, Carrie Melissa.
*Rowe, Florence Mabel.
Sheppard, Fannie.
Shier, Edith Amanda.
Simpson, Isabelle.
Smillie, Jennie.
Smith, Ida.
Smith, Jessie Wallace.
Smith, Estella Olive.
Smith, Dora J. M.
Smyth, Ina Gertrude
Steele, Ida Esther.
*Steiner, Estelle Sophy.
Stokes, Maggie.
Tackaberry, Edith Maude.
Thomas, Mary Elizabeth.
Thompson, Mary Elizabeth.
*Thomson, May.
Tilson, Anna.
*Tunnah, Mary Graham.
Vardon, Mabel Sadie.
Walker, Laura Harvey.
Walsh, Elizabeth E.
Warnica, Edna Medora.
Weaver, Ora.
Weir, Lucie Mussen.
Wilcox, Louise Alice.
Winn, Elizabeth Gertrude.

Total—124.

* Honors. † Medalist.

(7) Second-class Certificates granted under subsection 8, section 4, cap. 291, R.S.O. 1897.

Hindle, George, B.A.
Martin, Arthur, B.A.
Potter, Lucy Eleanor, B.A.

Total—3.

6. Kindergarten Certificates, 1900.

Directors.

Bignell, Florence.
Bucham, Georgie.
Bradshaw, Olive.
Cameron, Alison.
Courtney, Edith.
Cassidy, Delores
Davidson, Annie S.
Evans, Ella A.
*Fuller, Alice.
Grant, Alice.
Greene, Evelyn.
Jamieson, Isabel.
Jones, A. Edith.
Kidd, Maud.
Love, Mabel.
McConnell, Lulu.
Martin, May E.
Nudel, Louise.
Purser, Eliza M.
Phillips, Florence.
Randall, Minnie.
Rattray, Margie.
Ready, Evelyn.
*Reikie, Helen.
*Robinson, Violet.
Rupert, May.
Sullivan, Frances.
Saunders, May I.
Small, Alma.
Thomson, Annie S.
Thompson, Alice.
Whitton, Jean.
Warner, Ella.
Wilson, Irene.
Withers, Nellie.
Woodcock, Henrietta.
Woods, Ida.

Total—37.

Assistants.

Allan, Maud.
Anglin, Frances.
*Anderson, Alice M.
*Carlyle, Blanche.
Chamberlain, Florence.
Chamberlain, Lillian.
Doughty, Ethel M.
Doble, Florence.
*Dyke, Eunice.
*Edwards, Maude M.
Fawcett, Marie.
Grant, Annie C.
Grant, Isabella C.
Galloway, Ruby.
Holman, Nellie.
*Henry, Mina.
Keith, Margaret.
*Kittridge, Bella Stuart.
Loucks, Grace.
Lawrence, Allie Dee.
Lowrie, Gertrude M.
McTaggart, Helen.
*Moore, Augusta E.
Macorquodale, Maud L.
*Millichamp, Florence.
Rush, Lillian Hamilton.
Robertson, Maud.
Ritchie, Edith L.
Scott, Margaret.
Somerville, Mary G.
Welch, Frances E.
*Wigle, Colnette V.
Webber, Mabel.
Wilson, Grace.

Total—34.

7. Domestic Science Certificates, 1900.

Bowditch, Florence K.
Fleming, Catherine E., B.A.
Higgins, Lulu.
Hunter, Alison Jean.
Hunter, Ida M.
Jenkinson, Gertrude.
Milligan, Kathleen Maude.
McBeth, Mrs. Emma.
Parsons, Minnie Radcliffe.
Ross, Nellie C., B.A.
Sutherland, Grace.

Total—11.

*Honors.

8. Temporary and Extended Certificates Issued During 1900.

Counties.	Temporary certificates authorized by the Minister of Education during the year.	Third Class certificates extended by the Minister of Education during the year.
Carleton	9	....
Dufferin	....	1
Essex	10	1
Frontenac	5	....
Glengarry	1	1
Grey	1	....
Kent	....	1
Lambton	1	....
Lanark	1	2
Leeds and Grenville	2	1
Norfolk	2	1
Northumberland	....	1
Ontario	1	4
Prescott and Russell	3	....
Renfrew	....	2
Simcoe	....	2
Stormont	2	1
Districts (Algoma and Parry Sound)	25	3
Eastern Ontario, R.C.S.S.	....	1
Western Ontario, R.C.S.S.	3	....
Total, 1900	66	22
" 1899	58	26
Increase	8	....
Decrease	....	4

APPENDIX N.—*MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARDS OF EXAMINERS; LIST OF HIGH SCHOOL PRINCIPALS AND ASSISTANTS.*

1. Members of the Educational Council, 1899–1900.

Educational Council.

Under the provisions of section 5, cap. 291, R. S. O., 1897. the following gentlemen were appointed members of the Educational Council :

James Loudon, M.A., LL.D , President of the University of Toronto.
Maurice Hutton, M.A., of Toronto University.
The Rev. N. Burwash, M.A., LL.D., Chancellor of Victoria University.
The Rev. William Clark, M.A., D C.L, F.R.S.C., of Trinity University.
A. P. Knight, M.A., M.D., of Queen's University.
A. B. MacCallum, B.A., Ph. D., of University of Toronto.
The Rev. J. H. Farmer, B.A., LL D., of McMaster University.
Alfred Baker, M.A., of University of Toronto.
The Rev. J. R. Teefy, M.A., LL.D., Principal of St. Michael's College.
W. Tytler, B.A., Public School Inspector, Guelph.
Cortez Fessenden, M.A., Principal of Collegiate Institute, Peterborough.
G. H. Armstrong, M.A., B. Paed, Principal of Borden St. Public School, Toronto.

W. PAKENHAM, B. A.,
Registrar.

JAMES LOUDON, M. A., LL.D.,
Chairman.

2. Boards of Examiners for 1900.

(1) *Public School Leaving or Part I. Junior Leaving Board.*

W. H. Ballard, M.A., I.P.S., Hamilton.
A. Carruthers, M.A., Toronto.

(2) *High School Leaving and University Matriculation Board.*

W. J. Alexander, B. A., Ph. D., Toronto University.
A. J. Bell, M.A., Ph. D., Victoria University, Toronto.
R. R. Bensley, B.A., Toronto University.
Pelham Edgar, B.A., Ph.D., Victoria University, Toronto.
W. H. Fraser, B.A., Toronto University.
W. L. Goodwin, D. Sc., Queen's University, Kingston.
L. E. Horning, M.A., Ph. D., Victoria University, Toronto.
G. W. Johnston, B.A., Ph. D., Toronto University.
A. E. Lang, B.A., Victoria University, Toronto.
W. J. Loudon, B.A., Toronto University.
A. C. McKay, B. A., McMaster University, Toronto.
A. B. Nicholson, B. A., Queen's University, Kingston.
A. Odell, I.P.S., Cobourg.
W. Prendergast, B.A., Toronto.
A. H. Young, M. A., Trinity University, Toronto.

(3) *Commercial Diploma Board.*

G. W. Johnston, F. C. A., Upper Canada College, Toronto.
E. C. Srigley, Woodstock,

(4) *Commercial Specialist Board.*

W. J. Dobbie, B.A., Guelph.
W. E. Evans, Galt.

(5) *Kindergarten Board.*

Miss E. Cody, Toronto Normal School.
J. L. Hughes, I.P.S., Toronto.
Miss Jean Laidlaw, London.
Miss M.E. Macintyre, Toronto Normal School.

(6) *Normal School Board.*

C. A. Barnes, M.A., I.P.S., London.
R. H. Cowley, M.A., I.P.S., Ottawa.
I. Day, B.A,, I.P.S., Orillia.
J. S. Deacon, I.P.S., Milton.
W. E. Groves, Toronto.
A. A. Jordan, Prescott.
D. A. Maxwell, M.A., LL.B., Ph. D., I.P.S., Windsor.

(7) *Examiners in Practical Teaching at the Normal Schools.*

A. Brown, I.P.S., Morrisburg.
J. H. Carson, I.P.S., London.
W. H. G. Colles, B.A., I.P.S., Chatham.
R. H. Cowley, M.A., I.P.S., Ottawa.
A. B. Davidson, B.A., I.P.S., Newmarket.
T. Hilliard, I.P.S., Waterloo.
J. H. Knight, I P.S., Lindsay.
F. L. Michell, M.A., I.P.S., Perth.
J. McBrien, I.P.S., Mt. Albert.
D. McDiarmid, M.D., I.P.S., Maxville.
R. Park, I.P.S., Chatham.
J. H. Smith, I.P.S., Hamilton.
J. J. Tilley, I. Co. M.S., Toronto.

(8) *Normal College Board.*

T. Carscadden, M.A., Galt.
J. D. Christie, B.A., Simcoe.
C. L. Crassweller, B.A., Essex.
J. A. Fife, B.A., Peterboro'.
J. Houston, M.A., Clinton.
T. A. Kirkconnell, B.A., Port Hope.
J. H. McGeary, M.A., St. Thomas.
J. Marshall, M.A., Kingston.
T. H. Redditt, B.A., Barrie.
G. H. Reed, B.A., B. Paed, Markham.
E. O. Sliter, M.A., Kingston.
G. A. Smith, B.A., Toronto.
J. G. Witton, B.A., Walkerton.

(9) *Model School Board.*

E. D. Parlow, Ottawa.
Miss M. T. Scott, Toronto.
J. F. White, Toronto.

(10) *Art School Board.*

F. M. Bellsmith, Toronto.
A. C. Casselman, Toronto.
A. H. Howard, Toronto.
M. Matthews, Toronto.
C. M. Manley, Toronto.
Rev. Bro. Maxentius, Toronto.
T. R. Roseburgh, Toronto.
W. A. Sherwood, Toronto.
L. B. Stewart, Toronto.
W. L. Symons, Toronto.
A. J. Reading, Toronto.

(11) *Domestic Science Board.*

Miss M. Kennedy, Hamilton.
Miss N. C. Ross, B.A., Toronto.

3.—List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1901.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Aylmer	Rutherford, Walter W	B.A., Tor	Math	1883	$ 1,400
	Phelps, Frances G	B.A., Tor	Eng., His., Fr., Gr.	1896	700
	Brown, Lyman	B.A., Tor	Class	1899	800
	Kilmer, Ernest E. C		Sci	1899	850
Barrie	Redditt, Thomas H	B.A., Tor	Eng., His., Fr. Gr	1893	1,500
	Hay, Andrew		Math	1882	1,000
	Minns, James Edward	B.A., Vic	Math., Sci.	1893	1,000
	Kemp, William (Interim)	M.A., Queen's	Eng., His., Fr., Ger.	1901	700
	Moir, M. Annie		Commercial (Interim)	1895	700
	Bennett, Charles V.	B.A., Queen's	Class	1897	900
Brantford	Burt, Arthur William	B.A., Tor	Eng., His., Fr., Gr.	1893	1,800
	Passmore, Samuel F	M.A., Tor	Class	1885	1,100
	Hoag, James P.	B.A., Queen's	Eng., His., Math	1893	1,100
	Coates, Daniel Harsum	B.A., Tor	Math	1893	1,100
	Bunnell, Effie Maria	B.A., Tor	Eng., His., Fr., Ger	1891	1,000
	Hamilton, James Reid	B.A., Tor	Sci	1893	1,100
	Shultis, Adam		Commercial	1896	1,000
Brockville	Marquis, Thomas G	B.A., Queen's	Eng., His	1897	1,500
	Copland, James Stuart	B.A., Tor., M.A., McMaster	Sci	1889	1,000
	Sidley, Henry R	B.A., Trin.	Class	1895	1,000
	Husband, Almeron Judson	B.A., Tor	Fr., Ger.	1895	1,000
	McGee, Cyril Haughton	B.A., Trin.	Math	1897	1,000
	Giles, A. Edith			1890	700
	Richardson, Kate		Commercial	1898	600
Chatham	Paterson, David Smith	B.A., Tor	Eng., His., Fr., Ger	1888	1,500
	Twohey, William J.	M.A., Tor	Class	1885	1,200
	Taylor, Wilson	B.A., Tor	Math	1893	1,200
	Jewett, Albert E.	B.A., Queen's	Sci	1896	1,200
	Lane, James S	B.A., Tor	Fr., Ger.	1898	950
	Black, James Spurgeon		Commercial	1895	1,000
	Mowbray, William	B.A., Tor	Eng., His	1899	800
Clinton	Houston, John	M.A., Tor	Eng., His., Fr., Ger	1892	1,225
	Rand, Wilfred Erl	B.A., Tor	Math	1892	950
	McLean, Ebenezer M		Sci	1894	900
	Treleavan, John Wesley	B.A., Tor	Class (Interim)	1895	850
	Parlee, Edith		Commercial	1898	600
Cobourg	Mitchell, George Winter	M.A., Queen's	Class	1891	1,400
	Arthur, Colin Clayton	M.A., Queen's	Sci	1893	800

	Odell, John W.	B.A., Tor	Math	1895	1,000
	Jones, Laura L	B.A., Tor	Eng., Hist., Fr., Ger	1898	900
	Race, Cecil E. (Interim)	B.A., Tor	Math., Com	1901	750
Collingwood	Williams, William	B.A., Tor	Eng., Hist., Fr., Ger	1873	1,100
	Hammill, George	B.A., Tor	Math	1892	900
	Colling, John Knowles	B.A., Tor	Class	1899	800
	Carefoot, George A.		Sci	1900	650
	Simpson, Robert S. (Interim)		Commercial	1899	650
Galt	Carscadden, Thomas	M.A., Tor	Eng., Hist.	1885	1,750
	Logan, Charles James	B.A., Trin.	Class	1883	1,200
	Wright, Arthur Walker	B.A., Tor	Fr., Ger.	1886	1,100
	DeGuerre, Ambrose	B.A., Tor	Math	1890	1,100
	Evans, William Edwin		Commercial	1892	950
	Hamilton, Robert S	B.A., Tor	Sci	1894	1,100
Goderich	Strang, Hugh Innis	B.A., Tor	Class	1871	1,300
	Moore, Alvin Joshua	B.A., Tor	Math	1880	950
	Field, John M	B.A., Tor	Eng., Hist., Fr., Ger	1900	900
	Grant, Burton D. (Interim)		Sci	1895	900
	McLellan, Kate			1895	700
	Cooper, Grant (Interim)			1900	600
Guelph	Davison, James	B.A., Vic	Math	1892	1,400
	Hill, Ethelbert Lincoln	B.A., Tor	Sci	1889	1,000
	Skinner, Kate Clara	B.A., Tor	Eng., Hist, Fr., Ger	1895	800
	Wilson, Henry Ernest	B.A., Tor	Class	1895	950
	Charlesworth, John William			1888	800
	Dobbie, William James	M.A., Tor	Commercial	1892	800
Hamilton	Thompson, Robert Allen	B.A., Tor	Math	1886	1,800
	Turner, John Burgess	B.A., Queen's	Math., Sci.	1885	1,400
	Paterson, Andrew	M.A., Trin		1874	1,200
	Crawford, John Thomas	B.A., Tor	Math	1889	1,200
	Logan, William McGregor	M.A., Tor	Class	1892	1,200
	Hogarth, Eber Septimus	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,200
	MacPherson, Frederick Fotheringham	B.A., Tor	Eng., Hist., Fr., Ger	1894	1,200
	Gill, James	B.A., Tor	Math	1892	1,100
	Morgan, Sydney Albert	B.A,, Tor., D. Paed	Class	1891	1,100
	Davidson, Margaret Cheyne			1876	800
	Asman, Henry Oldrid Evison	B.A,, London, Eng		1891	1,000
	Armstrong, William Gilnockie	M.A., Tor	Eng., Hist., Fr., Ger. (Interim)	1895	800
	Johnston, George Lang	B.A., Queen's	Commercial (Interim).	1888	800
	Morgan, Harriet Emma			1897	500
Ingersoll	Briden, William	B.A. Queen's	Class., Eng. Hist	1886	1,200
	Gundry, Arthur P		Sci	1894	1,000
	McDonald, George L.	B.A., Tor	Eng. Hist., Fr., Ger	1895	1,000
	Cameron, John Shaw		Math	1898	800
	Norman, Lambert	B.A., Tor	Eng., Hist., Fr., Ger.	1897	800
Kingston	Ellis, William Stewart	B.A., Vic	Math., Sci.	1893	1,800

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1901.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
					$
Kingston	Sliter, Ernest Oscar	M.A., Tor	Class	1888	1,200
	Dales, John Nelson	M.A., Tor	Eng., Hist., Fr., Ger	1889	1,200
	Marshall, John	M.A., Queen's	Eng., Hist	1897	1,200
	Lingwood, Frederick H	M.A., Trin	Class	1894	800
	Sills, William Ryerson	M.A., Queen's	Math	1897	1,100
	Sexton, James Henry		Sci. (Interim)	1898	800
	Ward, William		Commercial	1898	900
	Duff, James	M.A., Queen's	Eng., Hist., (Interim)	1899	600
Lindsay	Hinch, Nicholas Edward (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1900	700
	Harstone, John C	B.A., Tor	Math	1886	1,400
	Stevens, William H	B.A., McGill	Sci	1889	1,100
	Hardy, Edwin A	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,100
	Addison, Margaret Eleanor	B.A., Vic	Eng., Hist., Fr., Gr	1901	1,000
	Colling, James	B.A., Tor	Class	1894	1,100
	Taylor, Luther M (Interim)		Commercial	1900	800
London	Radcliffe, Samuel John	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,800
	Little, Robert A	B.A., Tor	Class	1886	1,400
	Ferguson, William Chalmers	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,250
	McCool, John	M.A., Tor	Eng., Hist., Fr., Ger	1897	1,125
	McCready, Samuel B	B.A., Tor	Sci. (Interim)	1898	1,125
	Govenlock, William M	B.A., Tor	Math	1898	1,100
	Wilson, Nicholas			1866	1,050
	Andrus, Guy A			1888	1,100
	Edwards, Clarence B	B.A , Queen's	Eng., Hist. (Interim)	1894	1,100
	Riddell, Frank P	B.A., Tor	Class	1898	1,000
	Jones, Samuel S			1892	1,000
	Horton, Charles W	B.A., Queen's	Eng., Hist	1895	1,000
	Dickinson, James A		Commercial (Interim)	1895	1,000
	McCutcheon, Frederick Wm. Caswell	B.A., Tor	Math., Eng., Hist	1900	1,000
	Voaden, Arthur		Commercial	1898	975
	Downing, John Henry			1900	925
	Hanson, Fannie M			1886	800
	Kelso, Alice C			1896	800
Morrisburg	Jamieson, James Smyth	M.A., Vic	Eng., Hist	1882	1,200
	Massey, Arthur Wallace	B.A., Vic	Eng., Hist., Math	1892	850
	Kirkland, William Stuart	M.A., Queen's	Sci	1898	800
	Albarus, Hedwig Selma	B.A., Tor	Fr., Ger	1899	750
	Croskery, Robert Arthur	B.A., Queen's	Class	1899	800

	Dandy, William P	B.A., Tor	Commercial (Interim)	1900	750
Napanee	Flach, Ulysses J	M.A., Tor	Math	1900	1,200
	French, Frederick William	B.A., Tor	Class	1894	1,000
	Reid, Marvin Ryckman. (Interim)	M.A., Queen's	Sci	1900	800
	VanEvery, John Fair	B.A., Tor	Eng., Hist., Fr., Ger	1897	800
	Nicol, Margaret A			1891	600
	Smith, Margaret			1892	600
Niagara Falls	Dickson, James D	B.A., Tor	Math	1893	1,300
	Walker, David McKenzie		Commercial	1893	1,000
	Whyte, David, (Interim)	B.A., Tor	Sci	1900	800
	Fleming, Ethel Catharine (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1900	850
	Tasker, Lawrence Herman	M.A., Tor	Class	1898	1,000
	Dobbie, Mary (Interim)			1900	500
Ottawa	Macmillan, John	B.A., Tor	Eng., Hist	1881	2,400
	Jolliffe, Orion John	M.A., Vic	Class	1884	1,700
	McDougall, Alexander Hiram	B.A., Tor	Math	1889	1,700
	Alexander, Luther Herbert	M.A., Tor	Eng., Hist., Fr., Ger	1894	1,500
	Sykes, Wm. John	B.A., Vic	Eng., Hist., Fr., Ger	1894	1,500
	Stothers, Robert	B.A., Queen's		1887	1,200
	Norris, Isaac Taylor	B.A., Queen's	Math	1898	800
	Conklin, James Davidson		Commercial	1894	1,200
	Campbell, Daniel A	B.A., Tor	Sci	1896	1,200
	Graham, Wm. Andrew	B.A., Tor		1895	950
	Scott, Bessie Mabel			1892	800
	Macmillan, Herbert S. (Interim)	B.A., Tor	Fr., Gr	1897	850
Orillia	Dickson, John Elder	B.A., Tor	Class., Eng., Hist	1899	1,200
	Liebner, Ernest		Sci	1894	800
	Doidge, Thomas Clarke	B.A., Tor	Math., Commercial	1900	800
	Langrill, Adelaide Jane (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1899	600
	Beaton, Kate Florence (Interim)	B.A., Queen's		1899	600
	Scovell, Holland R (Interim)	B.A., Tor	Fr., Ger	1900	600
Owen Sound	Jenkins, Wm. H	B.A., Tor	Sci	1893	1,600
	Packham, James Henry	B.A., Vic	Math., Commercial	1884	1,100
	Murray, Thomas	B.A., Tor	Math	1897	1,100
	McKellar, Herbert S	B.A., Tor	Fr., Ger	1898	1,100
	Brough, Thomas Allardyce	B.A., Queen's	Eng., Hist	1893	1,100
	Burgess, Herbert H	B.A., Queen's	Eng., Hist	1892	1,100
	Jolliffe, Richard Orlando	B.A., Tor	Class	1899	1,000
	Hamilton, William J (Interim)		Sci	1901	700
Perth	Hardie, William	B.A., Tor	Class	1892	1,200
	Edmiston, James Alfred			1893	850
	Rosevear, Howard Stanley	B.A., Tor., A.M., Harv	Sci	1898	950
	McKim, William Andrew	B.A., Tor	Eng., Hist., Fr., Ger. (Interim)	1900	800
	Murray, Alexander	M.A., Aberdeen	Math	1900	900
Peterborough	Fessenden, Cortez	M.A., Trin	Math	1890	2,000
	Fife, James A	B.A., Tor	Math., Sci	1887	1,200

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1901.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
Peterborough	Jeffries, John	B.A., Tor	Eng., Hist., Fr., Ger	1890	$1,200
	Kenner, Henry R. H	B.A., Tor	Class	1893	1,200
	McPherson, Angus William	B.A., Tor		1899	750
	Fife, Mary H. A (Interim)	B.A., Tor		1899	600
Ridgetown	Smith, James Harvey	M.A., Queen's	Sci	1888	1,000
	Reid, Robert	B.A., Tor	Eng., Hist., Fr., Ger	1895	800
	Marshall, John Wells (Interim)	B.A., Queen's	Class	1899	700
	Keillor, James	B.A., Queen's		1892	650
	Wagar, Gardiner Lincoln	B.A., Tor	Math. (Interim)	1900	700
Sarnia	Grant, David M	B.A., Tor	Class	1885	1,400
	Corbett, Louis C	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,100
	Corkhill, Edward James	B.A., Queen's	Sci	1891	1,000
	Campbell, Alexander	B.A., Tor	Math	1890	1,000
	Pottinger, Sylvia V			1875	750
Seaforth	Mowat, Alexander	B.A., Tor	Eng., Hist. (Interim)	1900	1,200
	Hogg, John L	B.A., Tor	Math. (Interim)	1900	1,000
	Rogers, George F	B.A., Vic	Sci	1900	900
	Kirkwood, Florence Ethel (Interim)	B.A., Tor	Class	1901	800
	Kirkman, Barbara		Fr., Ger	1884	725
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor	Class	1890	1,550
	Robertson, Hugh S	B.A., Tor	Math	1900	1,050
	Lennox, Thomas H	B.A., Tor	Sci	1900	1,000
	Libby, Walter	B.A., Vic	Eng., Hist., Fr., Ger	1897	1,000
	Malcolm, George	B.A., Queen's		1890	950
	Fletcher, William Hugh		Commercial	1899	900
	Marty, Sophie E	M.A., Queen's	Eng., Hist., Fr., Ger	1899	1,000
Strathroy	Wetherell, James Elgin	B.A., Tor	Class., Eng., Hist	1883	1,500
	Auld, Charles	B.A., Tor	Math. (Interim)	1900	850
	Cook, Margaret	M.A., Tor	Eng., Hist., Fr., Ger	1895	810
	Conn, Henry	B.A., Tor	Sci	1900	900
	Kent, Eleanor		Commercial (Interim)	1899	700
St. Catharines	Henderson, John	M.A., Tor	Class., Eng., Hist	1872	1,600
	Robertson, William John	B.A., Tor., LL.B., Vic	Math	1874	1,200
	Giffin, James A	B.A., LL.B., Tor	Sci	1894	1,100
	Cloney, Sarah Louisa	M.A., Queen's	Eng., Hist., Fr., Ger	1896	900
	Laing, Arthur Stewart		Commercial	1898	900
	Stevenson, William John			1892	700
	Caverhill, Arthur E			1894	700

St. Mary's	Martin, Stephen	B.A., Tor	Math	1886	1,200
	Follick, Thomas Henry	B.A., Vic	Sci	1885	900
	Clayton, Adelaide Helena R.	B.A., Tor	Eng., Hist., Fr., Ger	1892	850
	Glassey, David Alex	B.A., Tor	Class	1894	900
	McDougall, Graham (Interim)	B.A., Tor	Class	1901	550
St. Thomas	Quance, Noah	B.A., Tor	Class	1891	1,500
	McGeary, John Henry	M.A., Tor	Math	1888	1,200
	Stevenson, Orlando John	M.A., Tor	Eng., Hist., Fr., Ger	1897	1,200
	Marty, Aletta Elise	M.A., Queen's	Fr., Ger	1894	1,200
	Lees, Richard	M.A., Queen's	Sci	1894	1,200
	Johnson, Robert Wilbur			1898	750
	Meiklejohn, Allen James (Interim)	B.A., Queen's	Eng., Hist	1899	650
Toronto (Harbord st.)	Spotton, Henry Byron	M.A., Tor	Class., Sci	1891	2,600
	Hagarty, Edward William	B.A., Tor	Class	1891	1,600
	Balmer, Eliza May	B.A., Tor	Eng., Hist., Fr., Ger	1891	1,600
	Lawler, Gertrude	M.A., Tor	Eng., Hist., Fr , Ger., Math	1891	1,600
	Smyth, Thomas Henry	M.A., Tor	Sci	1891	1,600
	Cox, John Loane	B.A., Tor	Math	1892	1,600
	Eldon, Robert Henry		Math., Commercial	1891	1,600
	Forfar, Charles	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,200
	Kennedy, Lyman Aaron	M.A., Vic		1892	1,200
	Strath, Robert Smith	B.A., Tor		1893	1,200
	Clark, Luther J	B.A., Queen's		1896	1,200
	Carstairs, John Stewart	B.A., Tor	Eng., Hist	1899	1,200
Toronto (Jameson ave.)	Embree, Luther Edmund	M.A., Tor	Class., Eng., Hist., Fr., Ger	1888	2,600
	Smith, Gilbert Acheson	B.A., Tor	Sci	1889	1,600
	Hillock, Julia S	B.A., Tor	Fr., Ger	1900	1,600
	Birchard, Isaac J	M.A., Tor	Math	1893	1,600
	Crawford, Henry J	B.A., Tor	Class	1894	1,600
	Millar, James			1888	1,500
	Wismer, John Anderson	M.A., Trin		1889	1,600
	Spence, Nellie	B.A., Tor	Class., Eng., Hist	1889	1,600
	Sinclair, John	B.A., Tor		1898	1,200
Toronto (Jarvis st.)	Manley, Frederick Fitzpayne	M.A., Tor	Math	1875	2,600
	Chase, George A	B.A., Tor	Eng., Hist., Fr., Ger	1889	1,600
	Gray, Robert A	B.A., Tor	Math	1900	1,600
	Shaw, George Edmund	B.A., Tor	Eng., Hist., Fr., Ger	1876	1,600
	Grant, Wilbur		Math	1881	1,600
	Michell, William C	B.A., Tor	Class	1897	1,600
	Gundy, Henry Wentworth (Interim)	B.A., Tor	Class	1900	1,200
	Lehmann, Carl	B.A., Tor	Science (Interim)	1898	1,600
	MacMurchy, Helen			1880	1,200
	Thomas, Janie	B.A., Tor	Eng., Hist. (Interim)	1882	1,200
Whitby	Hogarth, George Henry	B.A., Tor	Math	1899	1,100
	Thompson, Peter M. (Interim)	M.A., Queen's	Sci	1900	700
	Burnham, Archibald M. (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1900	650

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1901.

Collegiate Institutes.	Names of teachers.	Degree.	Specialists.	Date of Appointment.	Salary.
Whitby	Black, Harvey H. (Interim)	M.A., Queen's	Class	1900	$700
	Walks, Robert H	B.A., Tor	Eng., Hist. (Interim)	1901	700
Windsor	Cody, William Stephen	B.A., Tor	Math	1893	1,500
	Gavin, Frederick P	B.A., Queen's	Sci	1892	1,000
	Bell, Frederick Henry	B.A., Tor	Eng., Hist., Fr., Ger	1898	900
	McVicar, Archibald	B.A., Tor	Eng. Hist	1898	800
	Messmore, Joseph F	B.A., Tor	Class	1899	900
	Neilson, James		Commercial	1898	900
Woodstock	Cleary, Norah. (Interim)	B.A., Tor		1900	700
	Levan, Isaac Master	B.A., Tor	Class., Eng., Hist., Fr., Ger	1898	1,500
	Griffin, Albert Dyke		Math	1882	1,100
	Kerr, Charles Staple	B.A., Tor	Eng., Hist. (Interim) Class	1889	1,000
	Stevenson, Andrew	B.A., Tor	Eng., Hist	1896	1,000
	Cole, James McLarty		Sci	1898	1,000
	Srigley, Edward Cooper		Commercial	1895	750
	Errett, Charles Francis			1897	700
High Schools.					
Alexandria	McKay, Donald	B.A., Tor	Class	1895	1,250
	Longmore, H. Bruce	B.A., Queen's		1898	750
	O'Brien, Lizzie			1896	650
Almonte	McGregor, Peter Campbell	B.A., Queen's	Class	1882	1,100
	McPhail, Alexander C	B.A., Queen's		1899	750
	Armour, Amy A		Fr., Ger. (Interim)	1893	797
	Thompson, Margaret Jane	B.A., Queen's	Fr., Ger. (Interim) Eng., Hist.	1895	770
Arnprior	Morrow, Archibald Elston	B.A., Tor	Class	1898	1,100
	Rudlen, George William	B.A., Tor	Math	1898	700
	Day, Alfred Ernest	M.A., Queen's	Fr., Ger., Eng., Hist	1898	625
Arthur	Snider, Egerton E	B.A., Vic	Math	1896	1,050
	Elder, William J (Interim)	B.A., Tor		1899	525
	Hancock, John H (Interim)	B.A., Tor		1900	500
Athens	Massey, Norman Levi	B.A., Vic	Math	1898	900
	Bishop, Charles Peter	B.A., Queen's		1895	700
	Dowsley, William Clinton (Interim)	M.A., Queen's	Class., Hist., Eng.	1899	650
	Jackman, William Thos. (Interim)			1901	750
Aurora	Mulloy, Charles W	B.A., Tor	Class	1896	1,000
	Rice, John			1895	650
	Mills, Martha Christine	B.A., Queen's	Fr., Ger	1898	500
Beamsville	Myer, Albert Nicholas	M.A., Trin	Math	1898	800

Belleville	Ball, Kathleen Hester			1892	550
	Milburn, Edward Fairfax	B.A., Trin		1893	1,200
	Knight, William W		Math	1892	900
	Clarke, Henry Jellyman		Sci	1892	850
	McRae, Jesse Carre			1889	600
Berlin	Luton, James T	B.A., Tor	Class	1898	850
	Connor, James William	B.A., Tor	Class., Eng., Hist	1870	1,300
	Forsyth, David	B.A., Tor	Math	1876	1,100
	Sheppard, Frederick William		Eng., Hist	1888	900
Bowmanville	Eby, Minnie Dorothy	M.A., McMaster		1898	600
	Gilfillan, James	B.A., Queen's	Sci	1880	1,200
	Tamblyn, William Ware	M.A., Tor	Class., Eng., Hist., Fr., Ger.	1897	900
	Frost, Francis H	B.A., Tor	Math	1896	900
Bradford	Bragg, Thomas George	B.A., Tor	Class., Fr., Ger.	1897	800
	Foucar, Walter K	B.A., Tor	Fr., Ger. (Interim) Eng., Hist	1901	800
	McLean, Allan			1892	650
Brampton	Brown, Duncan A (Interim)			1900	400
	Fenton, William J	B.A., Tor	Class	1894	1,200
	Galbraith, William John	B.A., Trin	Fr., Ger.	1887	900
	Howard, Edwy S	B.A., Vic	Eng., Hist	1892	900
	Warren, James M	B.A., Tor	Math	1897	900
	Cosens, Absalom	B.A., Tor	Sci	1897	800
Brighton	Newman, George E	B.A., Queen's	Fr., Gr. (Interim) Eng. Hist	1896	900
	Burke, Alexander			1895	700
Caledonia	McRitchie, Alexander Robinson	B.A., Tor	Sci	1893	900
	Aubin, Alfred Lerrier	B.A., Oxon	Class	1897	700
	Colling, George F (Interim).	B.A., Tor	Math	1899	650
Campbellford	Shields, Alexander M	B.A., Tor	Eng., Hist	1889	1,100
	Hume, John P	B.A., Queen's		1896	900
	Boyes, Robert		Math	1895	800
Carleton Place	Patterson, William John	M.A., Queen's	Math	1892	1,100
	McIntosh, William Daniel	B.A., Queen's	Eng., Hist	1895	800
	McDonald, Neil			1890	700
	McNeeley, Lizzie (Interim).	B.A., Tor	Eng., Hist	1897	600
Cayuga	Skeele, James Eton	B.A., Tor		1897	950
	Seaton, Edward T	B.A., Queen's	Math	1897	825
	French, Bruce (Interim).	B.A., Tor		1899	500
Colborne	Bellamy, Wesley	B.A., Tor		1890	925
	Foik, Henry J		Fr., Ger. (Interim)	1894	600
Cornwall	Knight, Adolphus Gustavus	B.A., Vic	Class., Eng., Hist	1897	1,300
	Nugent, James			1884	950
	Fitzgerald, Eliza Sophia	B.A., Queen's	Class	1899	1,000
	McLean, Allan Edmund	B.A., Queen's	Fr., Ger. (Interim)	1898	900
	Birchard, Alexander Fraser			1898	700
Deseronto	Smellie, W. K. T	B.A., Tor	Sci	1896	1,150
	Whyte, Robert	B.A., Tor		1896	800

List of Principals and Assistants of High Schools (including Collegiate Institutes) January, 1901.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
					$
Dundas	Stewart, Ernest J (Interim).	B.A., Queen's		1900	550
	Reid, Joseph	M.A., LL.B., Tor	Class	1893	1,200
	Hill, Richard J			1892	850
	Panton, Agnes Wilkie			1892	300
Dunnville	Cooke, John A	B.A., Queen's	Class	1896	900
	Waines, William L (Interim)		Class.	1899	725
	Robertson, George D			1893	650
Dutton	Taylor, John Andrew	B.A., Queen's	Sci	1898	800
	Anglin, Robert W	M.A., Queen's	Math	1898	650
	Dunkley, Albert W (Interim).	M.A., Queen's	Class	1901	300
	Alexander, Helen Bow (Interim).	B.A., Tor	Eng., Hist., Fr., Ger	1900	450
Elora	McMurchy, Norman	B.A., Tor	Sci	1896	1,000
	Carter, Janet Wishart	M.A., Tor	Fr., Ger	1893	600
	Balls, George Herbert (Interim).	B.A., Tor		1900	600
Essex	Crassweller, Christopher L	B.A., Tor	Math	1888	1,150
	Steer, Albert B	B.A., Tor		1901	600
	Teskey, Edith A	M.A., Tor	Class	1901	650
Fergus	Perry, Peter	M.A., Trin.	Class	1889	1,000
	Campbell, Archibald L			1894	750
	Rowsom, Alice Gertrude	B.A., Tor	Eng., Hist., Fr., Gr	1896	500
Forest	Preston, Thomas	B.A., Tor	Sci. (Interim)	1897	850
	McDougall, Duncan (Interim).	B.A., Tor	Class	1900	650
	Tennant, Adelaide Emma	B.A., Tor	Eng., Hist., Fr., Gr	1898	600
Fort William	Taylor, John J. W	B.A., Tor	Class. (Interim)	1900	900
	Mathews, Stanley W (Interim).	M.A., Queen's	Math	1900	700
Gananoque	Graham, Robert George	B.A., Vic	Math	1894	1,100
	McPherson, Walter E	B.A., Tor.; LL.B., Queen's	Eng., Hist., Fr., Ger	1897	800
	Wilson, W. Asbury (Interim).	B.A., Queen's		1899	600
Georgetown	Coutts, Richard David	B.A., Tor	Class	1897	1,000
	Wetherald, Hubert M			1897	700
	Watterworth Grace (Interim).		Commercial	1900	500
Glencoe	Morrow, John Duncanson	B.A., Tor	Class	1898	850
	Taylor, John Gladstone (Interim).	B.A., Tor	Math	1900	600
	Allin, Elizabeth A	B.A., Tor	Fr., Gr	1899	500
	Harrison, E. Gertrude (Interim).			1900	350
Gravenhurst	Muldrew, William H	B.A., Queen's; D. Pæd., Tor.	Math., Sci	1894	1,000
	Downey, Helen E (Interim).	B.A., Tor	Eng., Hist., Fr., Ger	1898	450
Grimsby	Harrison, Charles W	M.A., Vic		1894	800

Hagersville	Barr, Janet	B.A., Queen's		1900	500
	Jones, George M	B.A., Tor	Eng., Hist., Fr., Gr.	1900	900
	Kaiser, Jesse B			1890	750
	Wright, Robert			1896	600
Harriston	Mills, George K	B.A., Tor	Sci	1900	1,050
	Martin, William M.....(Interim)	B.A., Tor	Class	1899	700
	Nichols, Bessie H.....(Interim)	B.A., Tor	Eng., Hist., Fr., Gr	1900	500
Hawkesbury	Shotwell, William	B.A., Tor	Fr., Ger .....(Interim)	1897	1,100
	Wright, William George			1996	700
	Higginson, Maria Adelaide			1897	500
Iroquois	Stanley, Thomas E. A	B.A., Tor	Math	1897	1,000
	Munro, Peter F.....(Interim)	B.A., Queen's	Class	1900	700
	Smeaton, William.....(Interim)	B.A., Tor	Sci	1900	700
	Rose, Nellie		Fr., Ger	1898	575
Kemptville	Dillane, William	B.A., Tor		1895	1,100
	Nelson, John	B.A., Queen's	Math	1893	750
	Moore, James R.....(Interim)	M.A., Queen's	Sci	1901	750
	Smith, Alexander Wm..(Interim)	B.A., Tor		1900	625
Kincardine	Perry, Samuel Walter	B.A., Vic	Class	1890	1,200
	Gray, James	M.A., Tor		1890	700
	Norris, James	M.A., Queen's	Math	1894	900
	Ashwell, Annie Eliza...(Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1899	600
Leamington	Elliott, John	B.A., Queen's	Eng., Hist., Math	1896	1,100
	Bonis, Harry	B.A., Tor	Class	1899	700
	Robertson, Alexander Morton	M.A., Queen's	Math., Fr., Ger....(Interim)	1900	700
	Scratch, Lennie M		Sci	1897	650
Listowel	Phillips, William Alexander	B.A., Tor	Eng., Hist., Fr., Gr	1892	1,000
	Nichol, William Wallace	B.A., Tor	Math	1898	700
	Stoddart, Robert	B.A., Tor	Class	1898	650
Lucan	Stuart, Frederick Alfred	B.A., Tor	Sci	1897	1,000
	Tier, William	M.A., Tor	Math	1896	750
	Carter, Eslie .....(Interim	B.A., Tor		1900	600
	Wren, John Stewart....(Interim)	B.A., Tor	Math	1900	600
Madoc	Watson, Alexander H	B.A., Tor		1889	1,100
	Ivey, Thomas J	M.A., Tor	Sci	1896	750
	Hills, Minnie .....(Interim)	B.A., Tor	Math	1900	400
Markham	Reed, George Henry	B.A., B.Pæd., Tor	Class	1890	1,000
	Maclean, Goodwin Valentine	B.A., Tor., M.A., Harvard	Math	1899	800
	Annis, Mary	B.A., Tor	Fr., Ger .....(Interim)	1895	525
	Miller, Nannie M.A		Eng., Hist	1894	475
	Graham, Louise Hartley (Interim)	M.A., Tor	Sci	1900	550
Meaford	Cornwell, John Leslie	B.A., Tor	Math	1900	1,000
	Huff, Samuel		Sci	1891	750
	Dundas, Arthur A	B.A., Tor		1897	700
	Dingle, Grace Keam	B.A., Tor	Eng., Hist., Fr., Ger	1900	550
Mitchell	Elliot, William	B.A., Tor	Math	1882	1,050

List of Principals and Assistants of High Schools (Including Collegiate Institutes), January, 1901.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
					$
	Fry, Frank De Witt	B.A., Tor	Eng., Hist., Fr., Ger. (Interim)	1895	850
	May, William F			1895	750
Mount Forest	Brethour, John Henry	B.A., Vic	Class	1891	1,100
	Pearson, Alexander	B.A., Tor		1895	750
	Keith, George Walter (Interim)	B.A., Tor	Math	1901	650
	Clapp, Florence Hamilton			1900	325
Newburgh	Nesbit, David Ashton	B.A., Queen's		1893	1,000
	Brown, Percy W		Sci	1898	600
	Denyes, James Malcolm (Interim)	B.A., Queen's	Fr., Ger	1898	600
Newcastle	Davidson, Hugh	B.A., Tor		1886	825
	Cathro, Elizabeth Don			1898	400
Newmarket	Coombs, Ernest	M.A., B. Pæd., Tor	Class	1899	1,000
	Hollingshead, John Edwin			1884	700
	Forbes, William B		Sci. (Interim)	1898	500
Niagara	Barron, Robert Armour	B.A., Tor	Class., Eng., Hist., Fr., Ger	1900	800
	Blain, Maud E. (Interim)			1900	400
Niagara Falls South	Sherin, Frederick	M.A., Vic	Math	1894	1,000
	McManus, Emily	M.A., Queen's	Eng., Hist.	1895	600
	Martin, John Moore	B.A., Tor	Sci	1899	600
Norwood	Davidson, John	M.A., LL.B., Vic	Class	1882	1,100
	Graham, Peter Edwin (Interim)	B.A., Queen's	Fr., Ger	1898	600
	Merritt, Robert Norris (Interim)	B.A., Tor	Math	1898	600
Oakville	Wellwood, Nesbitt John	B.A., Tor	Math	1877	1,050
	Brunt, Robert Anthony (Interim)	B.A., Tor	Sci	1901	550
Omemee	Jardine, William Wilson	B.A., Tor		1897	800
	Morgan, John James	B.A., Vic	Sci	1896	600
Orangeville	Steele, Alexander	B.A., Tor	Eng. His., Math	1879	1,400
	Clarke, Frederick Hall	B.A., Tor	Fr., Ger. (Interim) Eng. Hist	1895	750
	Lee, Samuel Carson	B.A., Trin.	Sci	1897	750
	Will, George E. (Interim)	B.A., Tor	Class	1900	700
	Torrie, Arthur E. (Interim)			1900	450
Oshawa	Smith, Lyman C	B.A., Vic	Class., Eng. Hist	1882	1,300
	Slemon, Edward T	B.A. Vic	Math	1892	1,000
	Riddell, Agnes Rutherford	M.A., Tor	Eng. His., Fr., Ger	1898	600
	Panton, Jessie R			1896	650
	Kinver, Maggie M			1895	500
Paris	Bell, Walter N	B.A., Tor	Class	1898	1,200
	Wightman, Robert	B.A., Tor	Math	1900	650

Parkhill	Wilson, Thomas Matheson (Interim).	B.A., Tor	Sci	1898	700
	McDougall, Neil	B.A., Tor	Sci. (Interim)	1896	825
	Libby, Minnie Fennessy	B.A., Vic	Eng. Hist	1895	625
Pembroke	McKinley, James Matthew (Interim).	B.A., Tor	Class	1899	575
	Ross, Ralph	B.A., Tor	Class	1895	1,100
	Standing, Thomas W	B.A., Tor	Math	1895	850
	Saunders, William John (Interim).	M.A., Queen's	Sci	1900	700
Petrolea	Millar, Margaret Garvin (Interim)	B.A., Tor		1900	600
	Bell, John Johnstone	B.A., Tor		1888	1,200
	Clyde, William	M.A., Queen's		1886	1,050
	Montgomery, William	B.A., Tor	Math	1889	900
Picton	Brown, Harry W	B.A., Tor	Eng. Hist., Fr., Ger	1894	900
	Dobson, Robert	B.A., Vic	Math	1880	1,200
	Morden, Gilbert Walworth	B.A. Queen's	Sci	1895	1,000
	Hendrick, Archer W	B.A., Tor		1897	1,000
	Ackerman, Effie M	B.A., Tor		1897	750
	Dolan, John H	B.A., Queen's	Class	1899	800
Port Arthur	McCulloch, Andrew	M.A., Queen's		1895	1,200
	Morgan, James William		Eng. Hist	1890	1,000
Port Dover	Liddy, William R	B.A., Tor	Sci. (Interim)	1898	800
	Martin, John Strickler	B.A., Tor		1899	600
Port Elgin	Lillie, John Turner	B.A., Vic	Class	1889	1,100
	Innis, Alexander R			1892	750
	Mitchell, John Worth			1897	600
Port Hope	Kirkconnell, Thomas A	B.A., Queen's	Math	1888	1,200
	Caesar, Lawson	B.A., Tor	Class	1900	850
	Weir, Annie	B.A., Tor	Eng. Hist., Fr., Ger	1897	780
	Emery, John W		Sci	1900	800
	Moir, Catharine Elizabeth			1896	600
Port Perry	McBride, Dugald	B.A., Vic	Class, Math	1871	1,300
	Stone, George			1883	850
	MacArthur, Christina M			1895	600
	Underhill, James A			1895	575
Port Rowan	Pugsley, Edmund	B.A , Vic	Sci	1896	850
	Lewis, Jessie Morgan (Interim).		Fr., Ger	1899	400
Prescott	Rose, Robert Charles	B.A., Tor	Math	1896	1,080
	Chase, Reginald Melville (Interim).	B.A., Tor	Class	1899	550
	McPherson, Hattie Georgina (Interim).	B.A., Queen's	Fr., Ger	1900	550
Renfrew	McDowell, Charles	B.A., Queen's	Math	1879	1,050
	Bryan, Hugh Wallace	M.A., Queen's	Class (Interim)	1897	850
	Ewing, William Campbell	M.A., Queen's	Sci	1896	725
	Davidson, Jean (Interim).			1899	475
	Moore, Elizabeth Greenwood (Interim).	B.A., Tor	Eng. Hist., Fr., Ger	1900	400
Richmond Hill	Farquharson, Robert Andrew	B.A., Queen's	Eng. Hist., Fr., Ger. (Interim)	1899	900
	Johnston, Frederick James	M.A., Tor	Sci. (Interim)	1898	600
Simcoe	Christie, James Douglas	B.A., Tor	Eng. Hist., Fr., Ger	1889	1,300

List of Principals and Assistants of High Schools (Including Collegiate Institutes) January, 1901.

High Schools.	Names of teachers.	Degree.	Specialists.	Date of appointment.	Salary.
	Power, John Francis	M.A., Queen's	Sci	1897	850
	Galbraith, Robert	B.A., Queen's	Math	1899	800
	Thompson, John Fletcher	B.A., Tor	Class	1899	700
Smith's Falls	Houston, John Arthur	M.A., Trin	Math	1887	1,200
	Stubbs, Samuel James	B.A., Tor. and Queen's	Eng., Hist., (Interim), Class	1897	800
	Morgan, Joseph	B.A., Queen's	Sci. (Interim)	1900	650
	Ryckman, E. Edith (Interim)	B.A., Tor		1899	550
Smithville	Tremeer, James	B.A., Vic	Class	1898	950
	Bridgman, Clara M			1898	400
	Lick, Adalina (Interim)	B.A., Tor	Math	1900	375
Stirling	Kennedy, George E	B.A., Vic	Sci. (Interim)	1893	900
	Rutherford, Walter A	M.A., Tor	Class., Eng., Hist., Fr., Gr	1899	750
Streetsville	Cameron, Aldis W	B.A., Tor	Eng., Hist	1897	800
	White, Edwin T (Interim)	B.A., Tor	Math	1900	600
Sydenham	Breuls, Ira D	B.A., Queen's	Sci. (Interim)	1900	900
	Harvey, William Blakely			1889	800
	Spooner, Armon Cortez	B.A., Queen's	Eng., Hist., Fr., Ger	1897	500
Thorold	Bald, William Francis	B.A., LL.B., Tor.	Class	1898	1,000
	Smith, Margaret Hübner			1898	600
	Kennedy, Thomas (Interim)	M.A., Queen's	Math	1900	600
Tilsonburg	Ross, Alexander H. D	M.A., Queen's	Sci. Math	1898	1,000
	McLennan, Alexander L	B.A., Queen's		1900	700
	Reid, Minerva E			1900	550
Toronto Junction	Colbeck, Franklin Charles	B.A., Vic	Class., Eng., Hist	1894	1,500
	Gourlay, Richard	B.A., Tor	Class., Math	1893	1,100
	Charles, Henrietta	B.A., Tor	Eng., Hist., Fr., Ger	1900	1,000
	Chrysler, Minton A	B.A., Tor	Sci	1895	1,000
	Page, Ralph Barlow	B.A., Tor	Eng., Hist., Fr., Ger	1898	650
Trenton	Ingall, Elmer Ellsworth	B.A., Tor		1895	1,025
	Longman, Edwin		Math	1892	750
	Pattee, Ada		Eng., Hist	1889	725
Uxbridge	Park, Henry George	B.A., B.Paed., Tor	Class	1888	1,000
	Sifton, Joseph Wright (Interim)	B.A., Tor	Math	1900	650
	Barr, Lydia			1891	500
	Thibaudeau, Pythagoras (Interim)			1900	500
Vankleek Hill	Jamieson, Thomas	B.A., Vic	Math	1889	1,000
	Might, Lincoln		Sci	1892	700
	Clothier, James O	B.A., Queen's	Fr., Ger. (Interim)	1895	625

Vienna	McLean, Walter Inglis (Interim)	B.A., Tor	Class	1900	500
	Bigg, Edmund M	M.A., Tor	Sci	1901	750
	Malcolm, Wyatt (Interim)			1900	450
Walkerton	Morgan, Joseph	M.A., Tor	Class	1881	1,200
	Witton, James Gayford	B.A., Tor	Math	1895	1,000
	Weidenhammer, Frederick J	B.A., Tor	Fr., Ger	1900	800
	Cheswright, Richard C		Sci	1900	800
Wardsville	Weidenhammer, William B	B.A., Tor	Eng., Hist., Fr., Ger	1896	825
	Hicks, David	B.A., Tor		1901	500
Waterdown	Freeman, John Alexander	B.A., Tor	Class	1893	950
	Ferguson, Miles		Math	1896	600
	Aitchison, Belle			1897	400
Waterford	Mills, John Hudson	M.A., Queen's	Class	1899	1,000
	Saunders, William R (Interim)	B.A., Queen's		1900	600
	Gould, Ethel W (Interim)	B.A., Tor		1900	500
Watford	Potter, Charles	B.A., Tor	Math	1892	1,000
	Race, Wilfrid Ballentine			1893	750
	Williams, Lorne Joseph (Interim)			1898	475
	Bambridge, Celia (Interim)			1900	400
Welland	McCuaig, Herbert M	B.A., Queen's		1891	1,100
	McNiece, James	B.A., Tor	Sci	1896	800
	Laven, Adelaide Frances			1893	550
	Foster, Jessie		Fr., Ger. (Interim)	1899	500
Weston	Forbes, John W	B.A., Tor	Math	1901	800
	Hawkins, Maud Mary (Interim)	B.A., Tor	Fr., Ger	1901	400
	Tennant, Isabella Leathem (Interim)	B.A., Tor	Eng., Hist., Fr., Ger	1901	400
Wiarton	Snell, Joseph A	M.A., Queen's	Math	1895	1,050
	Baines, Archibald W	B.A., Trin		1895	700
	Jermyn, Percy T (Interim)	B.A., Tor		1901	500
Williamstown	MacDonald, James	M.A., Queen's	Class	1897	1,000
	Witheril, Ebenezer Rufus	B.A., Queen's		1895	800
	Millar, Frederick Gourlay (Interim)	B.A., Tor		1900	600

Recapitulation.

Number of Schools. Sex of Teachers.		Number of Teachers.		Salaries.		Universities, Etc., of Teachers.	
		Collegiate Institutes.		*Collegiate Institutes.*		*Collegiate Institutes and High Schools.*	
Collegiate Institutes	38	Principals	38	Highest salary	$2,600	Toronto	294
High Schools	93	Assistants	230	Average " Principals	1,548	Victoria	36
	131	Total	268	" " Assistants	1,004	Queen's	100
				Average salary	$1,081	Trinity	14
						McGill	1
						McMaster	2
						British	3
						American	2
						Interim Certs	90
						Specialists	339
						Interim Specialists	100
		High Schools.		*High Schools.*		D. Paed	2
						B. Paed	3
		Principals	93	Highest salary	$1,500	Graduates	445
		Assistants	212	Average " Principals	1,032	Non-Graduates	128
Teachers.		Total	305	" " Assistants	668		
Gentlemen	474			Average salary	$779		
Ladies	99						
Total	573						
		Grand Total.		*Grand Total.*			
		Principals	131	Highest salary	$2,600		
		Assistants	442	Average " Principals	1,182		
		Grand Total	573	" " Assistants	843		
				Average salary	$920		

APPENDIX O.—*SCHOOL OF PRACTICAL SCIENCE; UNIVERSITY OF TORONTO; COUNCIL OF THE UNIVERSITY OF TORONTO.*

I. Annual Report of the School of Practical Science.

To the Hon. R. Harcourt, M.A., M.P.P., Minister of Education.

Sir:—I have the honor to submit the annual report of the School of Practical Science for the year 1900.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year 1899-1900 and the first term of the academic year 1900-1901, except when otherwise stated.

The number of students in attendance at the school was as follows:

School of Science Students.

	2nd Term Session 1899-1900	1st Term Session 1900-1901
Taking full courses		
I Year	85	111
II Year	45	59
III Year	37	32
IV Year	10	21
Taking partial courses	5	3
	182	226

University Students.

	2nd Term Session 1899-1900	1st Term Session 1900-1901
Arts	21	23

The students of the School of Practical Science taking full courses are required to take University lectures in Mathematics and Physics.

The attendance at these lectures was as follows:

	2nd Term Session 1899-1900	1st Term Session 1900-1901
Mathematics	130	169
Physics	111	137

The fees from the regular and occasional students of the School of Practical Science for the academic year 1899 1900 were $11,324.45 being an increase of $2,711.60 on the fees of the previous year.

Of the above amount $1,690 were paid to the Bursar of the University of Toronto under the authority of an Order-in-Council dated June 18th, 1900, and the remainder $9,634.45 to the Hon. the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1899-1900 was one hundred and sixty-one. Of these one hundred and twenty-seven passed.

One candidate for a special certificate passed the final examination.

The number of graduates was thirty-four. The total number of graduates to date is two hundred and seventy.

The following statement shows the geographical distribution of the graduates now living:

	Numbers.	Percentages.
Canada	194	75
United States	56	21
Other Countries	11	4
	261	100

The number of graduates who proceeded to the degree of B.A.Sc. at the University examinations of 1900 was ten. The total number of graduates who have received the degree of B.A.Sc. is seventy-three.

The total number of graduates who have received the degree of C.E. in the University of Toronto is sixteen.

One graduate has proceeded to the degree of E.E., two to the degree of M.E. (Mining Engineer) and one to the degree M.E. (Mechanical Engineer) in the University of Toronto.

The regular courses in the school are :

1. Civil Engineering (including Sanitary Engineering).
2. Mining Engineering.
3. Mechanical and Electrical Engineering.
4. Architecture.
5. Analytical and Applied Chemistry.

The following statement shows the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :

SUBJECTS TAUGHT BY THE FACULTY OF THE SCHOOL OF SCIENCE.

Subjects.	Instructors.	Number of Students.	
		2nd Term. Session 1899-1900.	1st Term. Session 1900-01.
Organic and inorganic chemistry Applied chemistry Assaying	W. H. Ellis, M.A. M.B., Professor J. W. Bain, B.A. Sc., Demonstrator A. H. A. Robinson, B. A. Sc., Fellow	174	214
Mineralogy Petrography Metallurgy Mining and ore dressing German	A. P. Coleman, M.A., Ph.D., Professor G. R. Mickle, B.A., Lecturer M. B. Weekes, B.A., Sc., Fellow	139	172
Statics Dynamics Strength of materials Theory of construction Machine design Compound stress Hydraulics Thermodynamics and theory of the steam engine French	J. Galbraith, M.A., Professor J. A. Duff, B.A., Lecturer R. W. Angus, B.A. Sc., Lecturer A. H. Harkness, B.A., Sc., Fellow W. Monds, B.A. Sc. Fellow	180	223
Drawing Architecture Plumbing, heating and ventilation Mortars and cements Brick and stone masonry	C. H. C. Wright, B.A. Sc., Lecturer J. T. M. Burnside, B.A.Sc., Fellow	173	207
Surveying Geodesy and astronomy Spherical trigonometry Least squares Descriptive geometry	L. B. Stewart, D.T.S., Lecturer A. T. Laing, B.A.Sc., Demonstrator	169	203
Electricity Magnetism Dynamo-electrical machinery Mechanics of machinery Rigid dynamics.	T. R. Rosebrugh, M.A., Lecturer F. C. Smallpeice, Grad., S.P.S.	106	136

SUBJECTS TAUGHT BY THE FACULTY OF THE UNIVERSITY OF TORONTO.

Subjects.	Instructors.	Number of Students. 2nd Term, Session 1899-1900.	Number of Students. 1st Term, Session 1900-01.
Algebra, Euclid, Plane trigonometry, Analytical geometry, Calculus, Astronomy	Alfred Baker, M.A., Professor; A. T. DeLury, B.A., Lecturer; H. J. Dawson, B.A., Fellow	130	169
Sound, Light, heat, electricity and magnetism, Hydrostatics	James Loudon, M.A., LL.D., Professor; W. J. Loudon, B.A., Demonstrator; C. A. Chant, B.A., Lecturer; J. C. McLennan, B.A., Ph.D., Demonstrat.; G. R. Anderson, M.A., Lecture Assistant	111	137

GENERAL REMARKS.

DRAFTING ROOMS.

The attendance at the School this year is so large that it was found necessary to fit up part of the assembly hall as a drafting room, the remainder being used as a lecture room for the same year. Should the first year class next session prove larger than the present one the whole of this room will be required for drafting purposes. The division of the classes rendered necessary by the lack of accommodation in the other laboratories renders the work of instruction both difficult and unsatisfactory. The classes have now grown so large that in order to maintain the efficiency of the work in drafting the services of an additional instructor are necessary.

ANALYTICAL AND APPLIED CHEMISTRY.

It is desirable to draw attention to the great inconvenience resulting from the crowded state of the Chemical Laboratories.

The rooms now in use were designed for classes of about one-third the number of those at present using them. The necessary consequence of this is that either the students are hampered in their work from overcrowding, or, in trying to avoid this, time and energy are wasted by doubling classes and teaching in detachments what might just as well be taught at once.

The construction of the present laboratories is entirely out of date. Many of the rooms were intended for quite other purposes than those for which they are now used, and the problem of ventilation has always been a serious one.

During the present year, a fan and a system of hoods have been fitted up in the east laboratory and are proving of great benefit. Similar improvements as well as a renewal of the floor are urgently needed in the west laboratory.

All such improvements, however, although necessary to make the present conditions endurable cannot obviate the need of the department for a commodious, well planned, modern laboratory, suitable to the number of students and to the character of the work done.

MINERALOGY AND MINING.

The only change made in this department during the year was the appointment of an additional attendant to look after the stamp mill and furnace rooms. There is no room available for further additions to the machinery or appliances, The lecture room for metallurgy is now ventilated but cannot accommodate the large class (the maximum number it will seat being 44 whereas there are 60 in one class) and consequently it has been necessary to give these lectures in another part of the building in a room not suited or the purpose.

The great necessity is additional room. Additions requiring more floor space should be made to the metallurgical plant, more floor space is also needed in the museum to exhibit material already on hand, and a great increase in the size of the lecture room is required. The floors in the museum and lecture rooms should be repaired.

Electrical Laboratory.

Two batteries of storage cells have been set up in a suitable place and connected to separate switch boards so that they are now available for a variety of useful purposes such as photometry and the calibration of electrical measuring instruments. Three ammeters, two voltmeters and a wattmeter of which the laboratory stood in need have been purchased from the Weston Co. A single-phase, alternating current motor with condenser for starting have been added to the dynamo room, and we have also to record the gift by the Canadian General Electric Co. of a Thomson recording wattmeter. The most pressing requirements are now a photometer room, additional dynamos, additions to our set of measuring instruments and cases for instruments.

Steam Engine and Hydraulic Laboratories.

Additional injectors of different types should be installed for testing purposes.

A good centrifugal pump with means of varying the speed and measuring the power is also required.

Tests of Materials.

A room fitted up with vice benches, forges and a small crucible furnace for the purpose of training students in making easy and short tests of metals and alloys should be provided with as little delay as possible.

Surveying, Practical Astronomy, Etc.

The surveying equipment has been increased by seven Surveyors' Compasses and over a dozen chains, tapes, etc. This was necessitated by the increase in the number of students taking field work, which work can now be carried on without duplicating instruction or having too large a number in a party in the field.

In the event of a trigonometric survey of Canada being inaugurated—which will probably be the case in the near future if Canada is to follow the lead of other civilized countries—the result will be that a number of students will turn their attention to higher astronomical and geodetic work. The equipment of the School for such work is quite inadequate at present and should be supplemented by an astronomical transit instrument and a zenith telescope, a small building should be erected for their reception to serve as an observatory. The total cost would be about two thousand dollars, but the School would thus be placed in a position to give instruction in those subjects, which at present it is not prepared to give.

New Building.

If the School is to fulfil its functions properly, additional space is absolutely necessary. The recommendations made in the last annual report must remain practically unchanged after a year's further consideration of the subject. They were as follows :

It is proposed that a new building be erected on the lot or lots between the present School of Science grounds and College Street. This may involve the removal of Old Wycliffe College, now occupied by the Toronto Technical School. All the work now done in the older part of the School of Practical Science building, viz., Analytical and Applied Chemistry, Mineralogy, Geology and Mining should be removed to the new building and the space thus vacated utilized for the expansion of the departments which remain. The new building should provide for the expansion in the subjects allotted to it.

It might be possible to take joint action with the University authorities and erect a building which would serve the requirements of the Arts course in Mineralogy and Geology as well as those of the School of Science in the subjects above mentioned,

It would be well if the ground south and south-east of the School of Science and north of College Street were reserved for the purposes of Chemistry, Mineralogy, Geology and Mining.

In addition it would be well to consider the advisability of providing in the new building for a provincial museum in geology, mineralogy, mining and applied chemistry. The collections belonging to the Province, to the University and to the School of Science might form the necleus of such a museum. Strangers and others seeking information on these subjects ought not to be forced to undergo the trouble and loss of time consequent upon visiting the separate institutions in which these collections are now housed.

J. GALBRAITH,
Principal.

Toronto, December, 1900.

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2. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO.

To His Honour, the Honourable Sir Oliver Mowat, K. C. M. G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

May it Please Your Honour:

The Chancellor, Vice-Chancellor and members of the Senate of the University of Toronto have the honor to present their report upon the condition and progress of the University for the year 1899-1900.

The following tabulated statement of the admission to degrees, and *ad eundem statum*, and of the members who matriculated in the different faculties from June, 1899, to June, 1900, is submitted:—

Law—	
Matriculation	8
Degree of LL.B.	2
Degree of LL.D.	1
Medicine—	
Matriculation	84
Ad eundem statum from the College of Physicians and Surgeons	11
Ad eundem statum, from other Universities	3
Degree of M.B.	45
Degree of M.D.	—
Arts—	
Matriculation	252
Ad eundem statum, from other Universities	6
Degree of B. A.	147
Degree of M. A.	16
Degree of Ph. D.	2
Agriculture—	
Degree of B. S. A.	18
Pedagogy—	
Degree of D. Pæd.	—
Dentistry—	
Matriculation	10
Ad eundem statum, from the R. C. D. S.	31
Degree of D. D. S.	72
Music—	
Matriculation	4
Degree of Mus. Bac.	3
Pharmacy—	
Matriculation	2
Ad eundem statum, from the Ontario College of Pharmacy	32
Degree of Phm. B.	34
Applied Science—	
Degree of B. A. Sc.	10
Engineering—	
Civil Engineering.	2
Mechanical Engineering	1
Mining Engineering	1

During the year thirteen hundred and thirteen candidates were examined in the different faculties and departments, as follows:

Faculty of Law	10
Faculty of Medicine	243
Faculty of Arts	871
Department of Agriculture	18
Department of Pedagogy	—
Department of Dentistry	118
Department of Music	5
Department of Pharmacy	34
Department of Applied Science	10
Department of Engineering	4
Total	1313

CHARLES MOSS,
Vice-Chancellor.

TORONTO, December 3rd, 1900.

3. ANNUAL REPORT OF THE COUNCIL OF THE UNIVERSITY OF TORONTO.

To His Honour, the Honourable Sir Oliver Mowat, K. C. M. G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

May it Please Your Honour:

The Council of the University of Toronto begs leave to present to Your Honour the following report for the academic year ending with the 30th June, 1900:—

In view of the present and prospective needs of the University as regards those branches of learning, the teaching of which, under the Federation Act, is entrusted to the University of Toronto, the Council deems it expedient to set forth, somewhat in detail, the history of the development of this work, with special reference to the subjects of physics, biology, physiology, chemistry, mineralogy and geology, and psychology.

The movement in favor of practical instruction in the sciences may be said to have begun in 1874 with the adoption of a resolution, by the Senate of the University, in favor of making laboratory work obligatory in the undergraduate science course. In pursuance of this policy it became necessary to establish and equip laboratories which would afford facilities for this purpose.

No step, however, was taken in this direction until December, 1875, when a report by the undersigned, regarding the organization of the School of Practical Science and the laboratories referred to, was made to the Government, and adopted on the recommendation of Mr. Crooks, then Minister of Education. Acting along the lines of this report, the Government proceeded to erect a building for the accommodation of the School of Practical Science, and in 1878 the necessary University funds were appropriated for the equipment of laboratories. Three of these laboratories, viz., the Chemical, Mineralogical and Geological, and Biological Laboratories, were installed in the School of Science Building, whilst the Physical Laboratory was accommodated in the Main Building, in the rooms formerly occupied by the Chemical Department.

The accommodation thus provided very soon became quite inadequate, owing to the rapid development of those departments, and new arrangements became necessary. This was especially the case with respect to Biology, which in 1888 was transferred to the new building, at present constituting the east wing of the existing Biological Building. In 1890, partly in consequence of the fire, this building was further enlarged to afford accommodation for the Museum of Natural History. In this new portion place was found for the Primary Medical Department, and to it also was transferred, from the School of Practical Science the Department of Mineralogy and Geology. In 1889 the Physiological Laboratory was established in the east wing of the Biological Building. In 1892 the Psychological Laboratory was established in the Main Building, in rooms formerly occupied by the Biological Department. Finally, in 1894, the Chemical Department was transferred from the School of Practical Science to the new Chemical Building.

Some idea of the magnitude of the work to be overtaken on the practical side of science instruction in the University may be obtained from the following statement as to the number of students receiving laboratory instruction during the session of 1899-1900:

	Number of Students.
Physical Laboratory	176
Chemical "	237
Mineralogical "	25
Biological "	215
Psychological "	44
Physiological "	68

The number for the present session of 1900-1901 shows in every case a considerable increase over the above figures.

It should be noted that the above laboratories are required, under the curriculum, to afford facilities for the instruction of undergraduates, and also for the prosecution of post-graduate work. By reference to the appended letters from the professors in charge of the laboratories, it will be seen that there is a pressing necessity for more liberal allowances for annual maintenance than have been possible for the last four years, in consequence of the straightened financial circumstances of the University.

In the case of certain laboratories, however, the accommodation and equipment are quite inadequate for the work to be done. Indeed, in the Department of Mineralogy and Geology, not only is a new building and equipment required, but also a reorganization of the teaching staff. In fairness to the present temporary staff in this department, it should be noted that, notwithstanding the absence of proper facilities, the work done has been of a very creditable character. The Council has already taken occasion in former reports to direct the attention of your Honour to the pressing necessities of this department. In consideration of the relationship which the subjects of Mineralogy and Geology bear to the development of the mineral resources of the Province, the Council is of the opinion that these claims should no longer be postponed. The Council would suggest, as the most economical plan for meeting the requirements of the case, some form of co-operation between the University and the School of Practical Science, by which the Mineralogical and Geological Departments of both institutions could be provided for in one building, and their collections of specimens united in a common museum.

Since its organization, in 1889, the work of the Physiological Laboratory has been carried on in certain rooms in the Biological Building. The requirements of both Biology and Physiology, as regards increased accomodation, render it necessary to make provision elsewhere for the subject of Physiology. This necessity has arisen in part from the recent change in the method of instruction of medical students, by which laboratory instruction in Physiology is now required in the second year of the Primary Course.

The Physical Laboratory is also in urgent need of extended accommodation. Its work is carried on at present in a number of rooms in the main building, which are unsuitable, having been designed originally for other purposes. Notwithstanding the addition of several rooms from the Residence wing, the space now available is quite inadequate to accommodate properly the large numbers of students who require to take laboratory work in Physics. In this connection it should be remembered that the numbers have of late years been largely increased by the accession of students of Engineering and Medicine, all of whom are required to take Physics as part of their course. Unless the work in Physics is to be still further cramped and impeded, it will be necessary at an early date to erect a separate building especially designed for the purposes of this department. This building should be a plain and substantial structure somewhat in the style of the Chemical Building, and its site should be convenient to that of the other science buildings.

In the Department of Psychology there are at present upwards of 200 students, of whom 64 receive laboratory instruction. The work of the Psychological Laboratory is now carried on in several rooms dispersed over the Main Building, while it has been necessary to utilize the west examination hall as a lecture room—a room quite unsuited to the purpose, owing to its defective acoustic properties. These difficulties could be overcome by the erection of the proposed Physical Laboratory, since the space occupied at present by Physics in the main building would then be available for Psychology and

for other purposes. In like manner, if the proposed changes as regards Physiology and Mineralogy and Geology were made, space would be available in the Biological Building for the projected Botanical Museum and also for the further development of Vegetable Physiology. In the interests of Forestry it is desirable that the Biological Department should be in a position to furnish facilities for investigations relating thereto both on the Botanical and on the Zoological side.

In the last report of the Council attention was directed to the necessity of providing one or two lecture rooms, similar to those in the Chemical and Biological Buildings, with seating capacity for three or four hundred students, and suitable for the accommodation of the larger classes in various subjects. The Council desires again to direct the attention of your Honour to this matter.

A department of University work which is important, both as regards the present organization of the institution and its future progress is that of post-graduate study. A movement in this direction was inaugurated through the establishment of the fellowship system in 1882. The object of that system was to encourage post-graduate study, and at the same time to obtain assistance in tutorial work. So far as post-graduate study was concerned the system proved unsatisfactory, owing to the excessive amount of tutorial duties laid upon the incumbents of the fellowships, and also owing to the lack of a definite object, such as is afforded, under present conditions, by the degree of Ph.D.

The desirability of establishing this degree was affirmed by the Senate in 1883, but owing to various circumstances final action in the matter was not taken until 1897. Notwithstanding the fears expressed by some, it is gratifying to report that a marked stimulus has been given to post-graduate study by the establishment of this degree. The number of graduates proceeding to the degree of Ph.D. has increased from 14 in 1899–00 to 21 during the present session.

The Council is gratified to report that the periodical entitled "University Studies," established in 1897 for the purpose of affording a medium for the publication of papers of original research by members of the Faculty and graduate students, is meeting with continued success. Up to the present time the series published includes 17 papers. This publication has proved of great advantage to the University library, owing to the fact that valuable scientific periodicals from various countries are received in exchange for it; and incidentally the reputation of the University in the advancement of scientific knowledge has been largely extended.

The attention of the Council has been directed of late to the importance of the subject of higher commercial education in its relation to the development of the commerce and industry of the country. It has been suggested that the Council should direct the attention of undergraduates of marked business capacity to the desirability of entering upon a commercial career. With this suggestion the Council is fully in accord. Within the University, in the various courses of study, are to be found all the means required to fit the student for entering upon such a career. In the Political Science course especially it is intended in the future to give increased attention to the investigation of commercial problems, and in this connection, it may be stated that arrangements are in progress for the delivery of a course of lectures upon Economic Geography. A beginning has already been made towards a collection of statistical documents and other material relating to the resources and commerce of foreign countries, as well as of Canada. This collection is being properly arranged and indexed, and will be placed at the disposal of those who are interested.

The attention of your Honour is directed to the following letters addressed to the President by the heads of various departments regarding the requirements for the more efficient teaching of the various subjects of study:—

THE PRESIDENT,
University of Toronto.

My Dear President:

I beg to submit my report on the present condition of the department under my charge.

In view of the proposed amalgamation of the Trinity Medical Faculty with that of the University, I call attention to the fact that my lecture room is already filled by the Arts and Medical students in attendance on the elementary lectures on Biology. Should

the amalgamation take place it will be necessary to separate the Medical students from the Arts, and to deliver a course specially suited to the former, which I shall be quite prepared to do to facilitate the proposed fusion.

Another result will be the inadequacy of the Elementary Laboratory to deal with any larger classes of Medical students than we have at present. I think we must in any case consider the necessity of offering additional practical instruction to the Medical classes in Elementary Biology and Histology. Two hours a week is inadequate. I have not sufficiently considered how this should be met, but I believe with additional class assistance and apparatus it will not prove insurmountable. As far as the First and Second Year Arts students' requirements go, the laboratory is sufficiently large.

The same statement, however, cannot be made with regard to the laboratories originally reserved for Third and Fourth Year Arts students. In all 20 places were provided (12 in the third year and 8 in the fourth year), but since '93–94, when there were 37 students, I have been obliged to encroach on the Physiological Laboratory for the accommodation of the Fourth Year students. During the last two years it would have been possible to replace the Fourth Year students in their own laboratory, had not special arrangements in connection with their work been made in the Physiological Laboratory, which made it undesirable to move them, especially in view of another immediate rise in numbers. It may be, of course, that the fall is due to an increasing number of students entering the professions direct from the High Schools, but the indications from the lower years are that the number may again rise.

As long as Professor Macallum's practical classes in Physiology only dealt with the Fourth Year students in Arts, their doing their Morphological work in the same laboratory was not productive of much difficulty, but the recent extension to the large medical class of the second year of instruction in Practical Physiology produces a difficulty which will become more formidable with the larger class which will have to be instructed next year. Professor MacCallum, has, I understand, already addressed you on this subject.

Some further accommodation is necessary for practical work in Botany. If, as I understand is possible, the Bacteriologist to the Provincial Board of Health is obliged to move out of the room he at present occupies on account of its inadequate size, the room in question may be devoted to this purpose.

I am gratified to be able to report that important additions have been made to the Biological Museum in the past year. For the proper display of these it will be necessary to complete the plan for cases originally proposed. It is also much to be desired that the portion of the museum intended to be devoted to botany should be equipped as soon as possible. The necessary preliminary to this is of course the disposition elsewhere of the Ferrier Mineral collection.

I have to report that considerable progress has been made since September in the preparation of a museum catalogue—even more necessary for a museum than for a library. This has been possible by the employment of Mr. Cornish to do the routine work. After our collections have been catalogued I intend to propose that there should be a museum assistant, capable of adding to the preparations of special educational value. I have myself devoted a very great deal of time to this work, but it should be in the hands of some one who can devote himself exclusively to it.

Yours truly,
R. Ramsay Wright.

Biological Department,
University of Toronto, Jan. 8th, 1901.

President Loudon, M.A., LL.D.,
University of Toronto.

Dear Mr. President,—Permit me to bring to your attention the question of further accommodation of students in the Department of Physiology.

Since 1889 the teaching in Physiology has been conducted in the Biological Department building, the accommodation in which up to 1898-9 proved to be adequate. In addition to lectures the course of instruction embraced demonstrations given in the large lecture room, attended by the students of Medicine of the Second Year and laboratory work taken only by the Honour Arts students of the Fourth Year Natural Science Course in the large laboratory in the southwestern corner of the Department Building.

In 1898-9 it was decided to alter the course of instruction for medical students in order to bring it in accord with University requirements here and elsewhere and with the principle that all science teaching should be as practical as the subject would permit. In consequence the room that was used for Practical Physiology for honour students in natural science had to be employed as the only available one for holding classes of medical students in Practical Physiology, although it is manifestly too small for the purpose. This room will accommodate about from twenty to twenty-five students working together. Last session there were fifty-nine students in the class and this compelled a division of the class into three groups and a corresponding increase in the hours of instruction given by myself and the Assistant Demonstrator. This session there are one hundred and three students in the class, and one hundred are taking practical instruction in Physiology in groups of from twenty-four to twenty-six, each of which is too large for the room, but as it is impossible to find time for other groups these cannot be constituted of a smaller number of students. It must also be noted that the room is now used for instruction in Practical Morphology of Fourth Year Natural Science students and the tables and other fixtures placed for them in the room diminishes the space which would otherwise be available.

The difficulty of lack of accommodation will be greater next session when the class in Practical Physiology will contain about one hundred and twenty students.

The fact is that the attendance in the Biological Department has greatly outgrown the accommodation of the building and what was sufficient for the classes in Biology and Physiology together appears to be required for Biology alone. There is, consequently, no possibility of making additional accommodation in the Biological Building for the greatly increased attendance in Physiology.

I would ask, therefore, that a new Physiological Laboratory be provided.

Yours sincerely,

A. B. Macallum.

The University of Toronto,
January 30th, 1901.

J. Loudon, LL.D.,
President of the University of Toronto.

Sir,—The additional accommodation assigned to the Department of Psychology in the old Residence Building is found to be of the greatest service, especially as regards the work of graduate students. On the other hand the extension has entailed a good deal of expense, since the desirability of conducting the various researches independently and simultaneously has made the acquisition of additional apparatus necessary. In view of these circumstances, I think it not unreasonable to ask this year for a larger allowance than usual. The increase will, however, be only temporary, since it is due solely to the altered conditions and the necessity of fitting up the new rooms. I ask therefore, for this year, for five hundred dollars, out of which, as formerly, I propose to pay my second assistant.

In asking for this amount I should like to direct the attention of the Goverment to the fact that in almost every great University the establishment of a Psychological Laboratory has been found a necessity, and large sums have been spent for this purpose in Europe as well as on this continent. I may mention in this connection the Universities of Harvard, Yale, Cornell, Columbia, Chicago, Pennsylvania, Wisconsin, Clark, Leland Stanford, etc. The annual allowance for maintenance in these institutions is very much higher than in our own. E. g., in the Psychological Laboratory of Cornell University, where only a limited number of students (about 25) are accepted, the allowance is $800 per annum, and this after $6000.00 has been spent for the equipment of the rooms. It might not be superfluous to mention here that the number of students taking Psychology in our own University for the present year considerably exceeds 200. There are over 150 pass students, 57 honour students, and 7 graduates (not including a few who do extra-mural work.)

It is not my place to make a comparison between the laboratories of other universities and that of our own with regard to the efficiency of the work done. But the number of graduates from our own laboratory who have found positions on the faculties

of other academic institutions does not seem to indicate any essential inferiority in our work, nor is this indicated by the spirit in which our publications are received abroad. The most cursory glance must show that even if we are in some respects outstripped by such institutions as Harvard and Cornell, with their elaborate laboratory equipment, we are not behind them in proportion to the expenditure respectively involved. What has been said for years of the University of Toronto as a whole may fairly be applied to our Psychological Laboratory: *We compete with fair success with the best institutions on this continent, although we are compelled to carry on the work with less than one half the financial means.*

On this occasion I may be allowed to make a few remarks with regard to the place of research in university work. A great national or provincial university should not simply exist for the purpose of *teaching* a knowledge acquired somewhere else, but it should take an active part in the *advancement* of knowledge. Research is therefore in our days the very life and soul of a university. Without research, without an active participation in the progress of science, a university necessarily degenerates into a species of mediæval institution. The efficiency of a university should be measured not merely by the number of students in attendance—for that is subject to many influences—nor by the extent and splendor of popular display, nor the amount of interest taken by the public in university affairs (however helpful the latter may be to the institution), but rather by the amount accomplished in educational work and research work of a positive and lasting value.

In this respect, I believe that the University of Toronto, in all its Departments, has been more successful during the last ten years than at any other period of its history; nor does it lose anything by comparison with other institutions in this country. If this is better known abroad than in Toronto, it is not the fault of the University. I may be allowed in this connection to mention one fact: The publications by members of the staff, by graduates, and even by advanced undergraduate students of the University are well known in the United States, very well known and carefully reviewed and commented on in France and Germany; but they are scarcely noticed here in Canada.

It is true that the positive and lasting value of certain kinds of work is sometimes only recognized decades afterwards. It is to be hoped that a time is coming when the work of the University, done in these years, will find more adequate appreciation than is the case at present, and when the merits of the present head of the institution, who, in spite of the serious financial embarrassments, has done more than ever was accomplished hitherto to bring the University up to the level of the best institutions of this continent, will find due recognition.

I am very well aware that the Government and our colleagues on the faculty are fully in accord with this view, and that you, Mr. President, have, during all the years of your presidency, done everything possible to foster and advance this phase of university work. I venture to mention this matter, however, because it seems to me that correct views regarding the essential aims of academic work are not sufficiently prevalent among the public at large, by whom university matters are so often discussed. The disposition in this country appears too general to look upon the university as a greater *high school* and to lay too much stress on the *teaching* side and too little on the *research* side of *university work.* The outcome of such views is the one-sided ideal of the *great teacher*, who draws the student up to his own level, and makes him "almost as perfect" as he is himself. This is, I venture to think, an absolutely inadequate pedagogical ideal, which, even when realized, precludes progress, for *all real intellectual and moral progress depends on the pupil excelling his master in some respects.* We should always try to put our students finally on a somewhat higher level than we ourselves occupy, so that they may go on, where we are obliged to stop. But this can be accomplished only when we cause our advanced and graduate students not only to perform exercises for becoming acquainted with the results and methods of the various branches of learning, but also afford them the opportunity of taking some part in the actual advance of their subject. In this sense research work is not only of a practical, but also of the highest educational value. It is one of the most essential factors in the education of the race.

What our University needs most of all is: greater facilities for the prosecution of research work, that is, more money and more time for the members of the staff who are at present overburdened with lectures.

I am well aware of the financial difficulties with which our University has had to cope, and with which indeed it is still face to face, and I desire on behalf of the Psychological Department to render my sincere thanks to the Government and to you, Mr. President, for what has been done in the past, but in view of the present needs, and having regard to all circumstances, I trust that the Government will not be disposed to consider as exhorbitant my request for increased financial support.

I have the honour to be, Mr. President,

Your obedient servant,

A. KIRSCHMANN.

UNIVERSITY OF TORONTO,
PSYCHOLOGICAL DEPARTMENT,
Jan. 5th, 1901.

The President, University of Toronto.

Dear Mr. President,—I beg to submit the following statement regarding the needs of the department of Minerology and Geology :—

From the point of view of Applied Science, Toronto University is fairly well provided for in the department of Mining Engineering, having four laboratories : for blowpipe work, assaying, milling, and rock section cutting ; a good stock of microscopes and thin sections ; and a museum containing collections of minerals, rocks, fossils and ores, as well as students' collections for teaching purposes. The staff consists of a professor of Geology, a lecturer on mining and ore dressing, a demonstrator and a fellow, with two assistants for the management of the laboratories ; and the chemical side of the work is provided for by the professor of Chemistry and his assistants.

On the Arts side, however, the Geological Department has very inadequate accommodation, there being only two basement rooms for laboratory purposes, and two small rooms in different stories of the Biological Building for all other purposes of teaching and storage. The collections for use in teaching are meagre, and the excellent Ferrier collection of minerals, being in the Biological Museum, is not readily available for students' use. There is no serviceable microscopes for petrological work, only a very poor equipment of instruments for minerology, and scarcely any maps and models of a modern kind.

In a properly equipped geological department of a great University there should be provision for the teaching of Geology in all its branches, dynmanical, structural, stratigraphical, historical ; for minerology, crystallography and megascopic and microscopic lithology ; for palaeontology, vertebrate and invertebrate, as well as palaeobotany; for physiography and geography ; and for meteorology.

To cover this ground the staff consists at present of an Acting Professor, most of whose time is of necessity devoted to work in applied science, and an Acting Demonstrator. The whole amount paid as salaries in the department is $1,250. By making use of the School of Science equipment the teaching of the subjects of the department is to some extent helped out, and an attempt is made to give a fairly complete course in the subject, so that the small number of honor students may not suffer.

If it be admitted that Geology and its related sciences are as important as any other department of science to the Arts student, the staff must be greatly increased, space must be provided for lecture rooms and laboratories, a proper equipment of instruments, maps, etc., must be furnished, and a museum must be arranged for. To do all this in the most economical way the staff and equipment of the Geological Department in the School of Science should be combined with that of the University ; and in arranging for a museum the needs of the Bureau of Mines should also be taken into account. The School of Science is already greatly overcrowded and threatens to become more so in the future, making a new building imperative. Plans for the teaching of Geology in the University should take the whole subject into consideration.

To carry on the work satisfactorily there should be at least a staff consisting of a professor of Geology, an assistant professor or lecturer in Mineralogy, an assistant professor or lecturer in Palaeontology, and two demonstrators, with probably one or two fellows, to have charge of laboratory work and aid in the management of the collections in

the museum. Three of the staff mentioned are already provided for in the School of Science, a professor of Geology, a demonstrator and a fellow; and one of the new men suggested, the assistant professor or lecturer in Mineralogy, would be of great assistance for Applied Science work; so that in reality only the requirements of palaeontology need stand as a charge against the Arts department. It is not intended here to go into details as to a building suitable to include the whole work of Geology, Mineralogy and Palaeontology, but there should be space for four or five lecture rooms, including a theatre for large classes; at least six laboratories, including room for stamp mill, metallurgical and assay plants: two or three study rooms; two or three preparing rooms; two private laboratories; and five private rooms; as well as cloak rooms and lavatories. Large additions should be made to the apparatus, maps and models, and to the collections of rocks and fossils; while space should be provided for the display of much material from the Province of Ontario, now stored out of sight. The museum should be made a real provincial museum, as complete as possible in its collections of the minerals, ores, rocks and fossils of Ontario, and serving the purposes of the Bureau of Mines as well as those of the University. It is discreditable that the rich Province of Ontario should have in its capital city no museum to which investors and others interested in our mineral products, daily increasing in importance, can be referred as containing a fairly complete co lection illustrating our mineral resources.

Yours sincerely,

A. P. Coleman.

School of Science, January 31st, 1901.

To the President,
The University of Toronto.

Sir:—

I have the honour to report on the additional requirements of the Department of Chemistry under my charge.

There has been a steady increase in the number of laboratory students during the past few years—41 since last session—and this will no doubt continue. The first year in medicine has grown enormously, and cannot be accommodated in the medical laboratory. Its instruction is at present carried on at great inconvenience, one division of the class having to use the laboratory on the lower floor. The appointment of two or more class-assistants, graduates in Arts, or senior students, at a small salary—say $50.00—would greatly facilitate the work in this department.

The following items are urgently required:—

1. *Storage Cells.*—The present ones put in when the building was constructed, being now entirely useless.

2. *Blinds.*—For lecture room.

3. *A Sink and Tables.*—For the acid room, where all reagents are prepared.

The total cost would be about $600.00.

The four hundred dollars allowed for specimens, glassware and chemicals is utterly inadequate to the needs of the department. A complete series of lecture specimens and jars is required, both of inorganic and of organic substances. The present set is almost useless for teaching purposes, and wholly incomplete, and the student has no opportunity of familiarizing himself with the appearance of the substances he continually hears referred to. An increased grant for glassware and apparatus generally is needed if the department is to occupy its proper position among the laboratories of sister institutions.

A sum of at least $800.00 a year would be required for this purpose.

The appointment of an Associate-Professor of Physical Chemistry, and the increase in the number of students taking that subject, necessitates a considerable initial expenditure to suitably furnish and equip the rooms in the basement which it has been decided to use as Physico-Chemical Laboratories. After going carefully over the rooms in question and considering the matter of equipment in consultation with Dr. Miller, I consider the sum of $1,600 00 is the lowest figure for which the apartments could be rendered suitable for the systematic instruction in that branch of the subject. The initial and im

mediately necessary cost would be $1,200.00; the remaining fixtures, amounting to $400.00, might stand over for a year An appropriation is also essential for apparatus for the sub-department of Physical Chemistry. A sum of $200.00 per anunm would in the meantime suffice.

I have the honour to be, sir, your obedient servant,

W. R. Lang,
Professor of Chemistry.

January, 1901.

Hereto is appended the list of the Faculties in Arts and Medicine, together with the number of students in the various branches :—

Staff, 1899-1900.

Faculties of Arts and Law.

President, James Loudon, M.A., LL.D.

Physics—
Professor, James Loudon, M.A., LL.D.
Demonstrator, W. J. Loudon, B.A.
Lecturer, C. A. Chant, B.A.
Demonstrator, J. C. McLennan, B.A., Ph.D.
Lecture Assistant, G. R. Anderson, M.A.

Mathematics—
Professor, Alfred Baker, M A.
Lecturer, A. T. De Luro, B.A.
Fellow, H. J. Dawson, B.A.

Chemistry—
Professor, W. H. Pike, M.A., Ph.D.
Lecturer, W. L. Miller, B.A., Ph.D.
Lecturer, F. J. Smale, B.A., Ph.D.
Assistant, F. B. Allan, B.A.
Lecture Assistant, F. B. Kenrick, B.A., Ph.D.
Fellow, Miss C. C. Benson, B.A.

Biology—
Professor, R. Ramsay Wright, M.A., B. Sc.
Lecturer, E. C. Jeffrey, B.A., Ph.D.
Assistant-Demonstrator, R. R. Bensley, B.A., M.B.
Fellow, J. Stafford, B.A., Ph. D.
Assistant in Botany, R. B. Thomson, B.A.
Assistant in Zoology, F. H. Scott, B.A., Ph.D.
" " B. A. Cohoe, B.A.

Physiology—
Associate-Professor, A. B. Macallum, M.A., M.B., Ph.D.

Mineralogy and Geology—
Acting-Professor, A. P. Coleman, M.A., Ph.D.
Instructor, W. A. Parks, B.A.

Comparative Philology—
Professor, Maurice Hutton, M.A.

History and Ethnology—
Professor, G. M. Wrong, M.A.

Political Economy and Constitutional History—
Professor, James Mavor.
Instructor, S. M. Wickett, B.A., Ph.D.
Mackenzie Fellow in Political Science, D. McFayden, B.A.
Mackenzie Fellow in Political Science, T. A. Russell, B.A.

STAFF, 1899-1901.

Faculties of Arts and Law.—Con.

Philosophy—

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D
Associate-Professor, A. Kirschmann, Ph.D.
Lecturer, F. Tracey, B.A., Ph.D.
Instructor, A. H. Abbott, B.A.

Italian and Spanish—

Associate-Professor, W. H. Fraser, B.A.
Instructor in Spanish, P. Toews, M.A., Ph.D.
Instructor in Italian, E. J. Sacco.

Roman Law, General Jurisprudence and History of English Law—

Professor, A. H.F. Lefroy, M.A.

Constitutional and International Law—

Professor, Hon. David Mills, LL.B.

The following tables exhibit the numbers attending the pass and honor lectures in University subjects. In no case do the numbers given for pass include honor students:

PASS.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Logic.	Political Science.	History.
Arts—First Year	141	38		85					
Arts—Second Year		5	7		55	145	130		78
Arts—Third Year		5						27	31
Arts—Fourth Year	31					21		41	24
Medicine—First Year		95	97	103					
Medicine—Second Year			55	59					
School of Practical Science	91	131	1						
Totals	263	274	160	247	55	166	130	68	133

HONOR.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Physiology.	Mineralogy and Geology	Philosophy.	Political Science.	History.	Italian.	Spanish.	Phonetics.
Arts—First Year	29	49	60	27						34	13	38
Arts—Second Year	54	25	30	6		8	14	28	38	30	7	
Arts—Third Year	13	15	12	8		11	16	18	45	12	3	
Arts—Fourth Year	7	7	8	9		4	21	18	46	13	5	
Arts—Graduates	1			1			2					
Arts—Ph.D. Students	2	3	1	2		2	3		1			
Medicine—First Year					103							
Medicine—Second Year					59							
Totals	106	99	111	53	162	25	56	64	130	89	28	38

The following table exhibits the numbers taking the practical work in the laboratories :—

Laboratories.	Physical.	Chemical.	Mineralogical.	Biological.	Physiological.	Psychological.
Arts—First Year	32	20	.....	27	.....	.....
Arts—Second Year	11	32	8	6	.....	.....
Arts—Third Year	18	12	11	8	.....	16
Arts—Fourth Year	7	10	4	9	9	23
Arts—Graduates	.....	2	.....	1	.....	2
Arts—Ph.D. Students	3	1	2	2	.....	3
Medicine—First Year	.....	96	.....	103	.....	.....
Medicine—Second Year	.....	64	.....	59	59	.....
School of Science—First Year	47	.....	.....	.....	.....	.....
School of Science—Second Year	36	.....	.....	.....	.....	.....
School of Science—Third Year	22	.....	.....	.....	.....	.....
Totals	176	237	25	215	68	44

The members of the teaching staff in Medicine for the past session were as follows :—

FACULTY OF MEDICINE.

Professores Emeriti.
James Thorburn, M.D.
M. H. Aikins, B.A., M.D.
W. W. Ogden, M.D.
J. H. Richardson, M.D.

Professor of Surgery and Clinical Surgery—
I. H. Cameron, M.B., Tor.

Associate-Professor of Surgery and Clinical Surgery—
G. A. Peters, M.B., Tor., F.R.C.S., Eng.

Associate Professors of Clinical Surgery—
A. Primrose, M.B., C.M., Edin.
B. Spencer, M.D., Tor.
L. M. Sweetnam, M.B., Tor.
H. A. Bruce, M.B., Tor., F.R.C.S., Eng.
W. Oldright, M.A., M.D., Tor.

Professor and Director of the Anatomical Department—
A. Primrose, M.B., C.M., Edin.

Associate Professor of Anatomy—
H. Wilberforce Aikins, B.A., M.B., Tor.

Lecturer and Senior Demonstrator of Anatomy—
F. N. G. Starr, M.B., Tor.

Assistant Demonstrators of Anatomy—
A. A. Small, M.B., Tor.
Clarence L. Starr, M.B., Tor.
K. C. McIllwraith, M.B. Tor.
W. J. McCollum, M.B., Tor.
R. E. Hooper, B.A., M.B., Tor.
S. H. Westman, M.B., Tor.

Associate Professors of Medicine and Clinical Medicine—
A. McPhedran, M.B., Tor.
W. P. Caven, M.B., Tor.

Lecturers on Diseases in Children and Clinical Medicine—
H. T. Machell, M.D., Tor.
W. B. Thistle, M.B., Tor.

Lecturers in Clinical Medicine—
R. J. Dwyer, M.B., Tor.
G. Boyd, B.A., M.B., Tor.

FACULTY OF MEDIDINE.—*Con.*

Demonstrators of Clinical Medicine—
A. R. Gordon, M.D., Tor.
R. D. Rudolf, M.B., C.M., Edin.
Professor of Pathology and Bacteriology—
John Caven, B.A., M.D., Tor.
Lecturer on Bacteriology—
J. J. Mackenzie, B.A , Tor.
Demonstrator on Pathology—
John Amyot, M.B , Tor.
Assistant Demonstrator on Pathology—
John Stenhouse, M.A., B.Sc., Edin., M.B., Tor.
Laboratory Assistant in Bacteriology—
W. Goldie, M.B., Tor.
Professor of Materia Medica and Therapeutics—
James M. MacCallum, B.A., M,D., Tor.
Associate Professor of Pharmacology and Therapeutics—
C. F. Heebner, Phm B., Tor.
Professor of Gynaecology—
U. Odgen, M.D., Tor.
Professor of Obstetrics—
A. H. Wright, B.A., M.D., Tor.
Demonstrator of Obstetrics—
K. C. McIlwraith, M.B., Tor.
Associate Professor of Gynaocology—
J. F. W. Ross, M.B., Tor.
Professor of Opthalmology and Otology—
R. A. Reeve, B.A., M.D., Tor.
Associate Professor of Ophthalmology and Otology—
G. H. Burnham, M.D., Tor., F.R.S.C., Edin.
Associate Professor of Laryngology and Rhinology—
G. R. McDonagh, M.D., Tor.
Professor of Hygiene—
W. Oldright, M.A., M.D., Tor.
Associate Professor of Toxicology—
W. H. Ellis, M.A., M.D , Tor.
Associate Professor of Medical Jurisprudence—
Bertram Spencer, M.D. Tor.
Lecturer on Medical Jurisprudence—
Hon. David Mills, LL.B., K.C.
Extra Mural Professor of Mental Diseases—
Daniel Clark, M.D., Tor.
Professor of Physics—
James Loudon, M.A., LL.D.
Lecturer on Physics—
C. A. Chant, B A.
Professor of Chemistry—
W. H. Pike, M.A., Oxon , Ph.D., Göttingen.
Lecturers on Chemistry—
W. L. Miller, B.A., Ph.D., Munich.
F. J. Smale, B.A., Ph.D., Leipzig.
Lecture Assistant in Chemistry—
F. B. Kenrick, B A., Ph.D., Leipzig.
Professor of Biology—
R. Ramsay Wright, M.A., B.Sc. Edin.
Assistant Demonstrator in Biology—
R. R. Bensley, B.A., M.B., Tor.
Professor of Physiology—
A. B. Macallum, B.A., M.B., Tor., Ph.D., Johns Hopkins.

The following table exhibits the number of the students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine:

Students of the fourth year	104
Students of the third year	62
Students of the second year	53
Students of the first year	58
Occasional students	36
Total	313

J. LOUDON,
Toronto, February 1st, 1901. PRESIDENT.

APPENDIX P.

MANUAL TRAINING AND HIGH SCHOOL COURSES OF STUDY.

Report of John Seath, B.A., High School Inspector, on the Manual Training Schools of the United States, with suggestions as to changes in the courses of study in the High Schools of Ontario.

The Hon. the Minister of Education for Ontario :

Sir ;—In accordance with your letter of instructions of Aug. 30th last, directing me

(1) To visit the Manual Training Schools of the United States and to embody my views on the subject in a report ; and

(2) To consider and report upon the present High School courses of study with suggestions regarding any desirable improvements to be made when next the regulations are amended ; I beg leave to submit that, having in view the two subjects on which I had to report, I not only made myself acquainted with the character of the work in what I had reason to believe were the chief and typical Manual Training centres in the United States, but I discussed this and other phases of education with some of the leading educationalists in that country. And, further, especially during the past half year, I have taken pains to find out from Ontario educationalists and other classes of citizens what changes they think desirable in our present courses of study. The following report contains the result of the special investigation I have just completed and of my own experience as inspector and teacher. I have the honor to be, sir,

Your obedient servant,
TORONTO, Feb. 9th, 1901. JOHN SEATH.

PART I.—MANUAL TRAINING.

The three expressions Manual Training, Industrial Education, and Technical Education are at present often used synonymously. Although similar in meaning, they are, however, not identical, and it is well at the outset to define our terms. Manual training, according to educationalists, properly means any training in hand-work designed to improve the powers of the mind. In a restricted sense, it means the training given in primary and secondary schools in working in wood and metal. In both the wider and the restricted sense, its aim is an educational one. Under this head we find included very generally the training in domestic art (sewing and cooking) and occasionally, but very properly, that in drawing. Some manual training is, of course, involved in sewing and cooking, but these subjects owe their importance and desirability chiefly to their utilitarian value. In its widest sense the term technical education is applicable to the training given for any special calling in life whether it be a trade or a profession. In its more usual and limited sense, it is synonymous with industrial education ; that is, the special education given those who are engaged in the industries or commercial production in general. The object of technical education differs from that of manual training in being an economic one. But technical education, since it involves manual training has also an educational value ; and manual training an economic one, especially in the later years of the secondary schools. Indeed, most of the manual training systems I saw in the United States had confessedly a double purpose, partly educational and partly economic, and the

advocates of this kind of training as part of a well organized scheme of public education urged its claims often from one of these points of view but still oftener from both. This simply means, of course, that the training of the mind through the hand and the eye is valuable for every boy and girl and especially valuable for those who are to engage in industrial pursuits.

Technical Education.

It is now generally held that a complete system of Technical Education consists of three parts:—

(1) The Manual Training courses of the elementary schools, not with the object of producing artisans of any kind but for education alone. These should be the foundation of all technical education.

(2) Special training in the technique of the different trades. For this the Trade School is the provision.

(3) Higher training in the fundamental principles of the sciences for fitting men in the broadest sense to become leaders in the application of science to art. This higher training is provided in the different schools of applied science—Polytechnic Institutes, Institutes of Technology, the Applied Science departments of the universities, etc.

In the Trade School practice is emphasized; the amount of theory is small. In the School of Applied Science, on the other hand, the prime object is the teaching of theory. Practice appears here, too; but only so far as it is needed in the illustration of theory or in research.

The most typical example we have of a system of technical education is the German one. As I will point out further on, it is different from those of the United States; and, though much beyond our capabilities, will be found to be very suggestive.

For the material of the following outline I am indebted to President Loudon's convocation address of 1899 and to Prof. Kirschman of Toronto University.

TECHNICAL EDUCATION IN GERMANY.

I. Elementary Manual Training.

So far as concerns manual training in wood with bench tools, the condition of Germany is not so advanced as that of many of the other Europe an countries There the trade-school idea, which led the way, has proved to be an obstacle to the purely educational movement. Now, however, the latter is gaining ground, and has gone so far that, according to the report of Mr. Sadler, the English commissioner, its claims for state aid have been recognized by the governments of Russia, Saxony, and Baden.

(*a*) In the *Volks-schule* (our public school), throughout the whole course (from the seventh to the fifteenth year), manual training is by state law compulsory for girls. It consists of instruction in sewing, knitting, mending, darning, embroidery, and making shirts, clothes, etc. (housekeeping and, occasionally, cooking are taken up in some city schools). The teacher, a woman, is not necessarily a public school teacher. She must, however, have passed a professional examination. Manual training is not compulsory for boys. As I have already said, in comparatively few states of the German confederation has it as yet been adopted, even as an optional subject Where introduced it has been elementary, consisting usually of wood carving, basket weaving, work in paper or cardboard, sometimes wire work, and rarely other metal work. It has no reference to special trades. The teacher may be an artisan. Drawing, however, is taught boys and girls in all the public schools.

(*b*) In the *Fortbildungs-schulen*,—supplementary schools for apprentices (our night schools), the general and the technical systems overlap. They vary according to locality and prevailing conditions, and are to be found in every town and city, but not always in the smaller villages. Attendance is compulsory for all apprentices up to 18 years of age, not, however, by state law (as in public schools), but by the municipalities or by the associated trade guilds of the cities, etc.

These supplementary schools aim at a continuation of the instruction given in the public schools, with elementary technical education. Their programme includes:

drawing, with modelling, its different branches being adapted to the needs of the trade (in Hamburg, for example, in 1898, no fewer than 40 trades were represented); book-keeping and commercial science (in its elements); arithmetic and mensuration; elementary economics, physics, chemistry, physiology and hygiene; German language and composition. Sometimes, also, in rare cases, we find manual training, similar to that given in public schools, but more adapted to the trades. This is especially the case in cities and districts with particular industries, and the manual training is then in close relation with the instruction in drawing and modelling. In cities like Nürnberg this instruction blends more or less with the higher technical school (Kunstgewerbe-schule). The teachers of the Fortbildungs school are mostly the public school teachers of the place, or some of them. But the technical teacher, that is, the drawing and modelling teacher, is in all the larger towns and cities an academically trained artist (painter, sculptor, architect, engraver, etc.) from the Polytechnicum, or Academy of Fine Arts. The lessons are given mostly in the evening, on Sunday before church time, or in the morning from 6 to 8. Usually there are no examinations, but there are annual exhibitions of the work of the pupils, open for about a week to the public. Prizes are sometimes given for the best work. In some places there are Fortbildungs-schools for girls also.

(*c*) In all the high schools for girls, as in the public schools, manual work is compulsory, but it is of a more elaborate and refined character. In all the high schools for boys—gymnasium, real-gymnasium, realschule, Höhere Bürger-schule, etc., instruction in freehand (with modelling) and technical drawing (projection, shading, etc.) is compulsory. But only in rare cases is there any manual training.

II. The Intermediate Technical Schools.

Next we have a numerous class of schools which prepare for certain (half-professional) positions, or for the higher trades. They are technical schools of a grade intermediate between the Fortbildungs school and the highest technical schools.

(*a*) Normal Schools. These include in their curriculum, in some instances, Manual Training, with sometimes special workshops for that purpose.

(*b*) Agricultural schools.

(*c*) Baugewerk-Schulen: Schools for the building trades, attended by bricklayers-stonemasons and carpenters

(*d*) Technica: Schools for engineers, electricians, etc.

(*e*) Horticultural Schools.

(*f*) Kunstgewerbe-Schulen: Schools for higher artisans, as: jewellers, wood carvers, engravers, lithographers, stone cutters, etc., with special reference to the artistic side of their trades.

(*g*) Military Schools: For the preparation of non-commissioned and commissioned officers.

(*h*) Navigation Schools.

(*i*) Technical Schools for special single trades, as the tanner schools, the watchmaker schools, weaver schools, glass industry schools, etc. There also are industrial schools for women in Saxony.

(*j*) Commercial Schools: French and English form part of the curriculum of these schools, and the pupils consist almost wholly of those engaged in business. At Hamburg, for example, of 174 in attendance in 1898, only four were not engaged in business.

III. The Highest Technical Schools.

The technical institutions of the highest grade are:—

(*a*) Universities: The universities in their science departments are intimately connected with the industries. These have sometimes agricultural departments also.

(*b*) Polytechnica, or "Technical High Schools." These rank with the universities and train men as engineers, architects, chemists, etc.

(*c*) The Berg Academy (Mining) at Freiberg (Saxony): This and the preceding class correspond to our School of Practical Science.

(*d*) Forestry Academies: For instance, at Newstadt, Eberswald, Aschaffenburg.

(*f*) Agricultural Academies: For instance, at Papellsdorff near Berlin.

(*g*) Military Academies: Here commissioned officers, lieutenants and captains receive a higher training after having served for some years as officers. So far as I can find out, no officer can become a major without having attended. There is also, I believe, a similar naval academy.

(*h*) Kunst Academies: Academies for fine art, for instance at Munich, Stuttgart, Berlin, Düsseldorf, Darmstadt, Dresden, etc.

Only those who attend these highest academic institutions are entitled to call themselves students or academic citizens. All students of universities, polytechnica and the other academies have equal rank with the commissioned officers of the army and are under the same obligations of honor with regard to duels.

(*i*) Commercial Academies: For instance the Brewer Academy in Munich; but these do not seem to have the same rank as other academic institutions.

Technical education in Germany is maintained by the municipalities chiefly, or by private enterprise, both being occasionally assisted by the State and being always under State control. In the last number of the *German Watchmakers' Gazette*, for example, it is announced that a sum equal to $2,000 has been granted to a watchmakers' school in Saxony.

No agriculture is taught in German primary and secondary schools. But in country public schools the art of planting and grafting trees and a few other simple operations are occasionally taken up, and in the lessons in chemistry in the high schools (Real-schule, Real-gymnasium, etc.) due attention is given to agricultural applications.

To sum up, in the words of President Loudon: "The technical system of Germany covers the whole field of industry and commerce. It distinguishes clearly between the general and the technical. No attempt is made to put a veneer of technical training on a defective general training. It distinguishes between the training of the director, the foreman, and the operative. In all grades it concentrates effort on the underlying principles of art and science and their application. The general result is a thoroughly trained body of workmen under scientific leadership."

Manual Training.

The first stage in a good system of manual training, such as I saw in the best organized schools of the United States, is the kindergarten with its "gifts" and "occupations." Froebel, to whose doctrines we owe both the kindergarten and manual training, held that the human mind is developed fully and naturally only when the creative activities are brought under systematic and continuous training equally with the acquisitive powers. A scheme of education which concerns itself with the latter only is incomplete; it should provide exercises in the translation of thought into action, and of ideas into material representation. Manual training is, therefore, the logical and natural sequence of the kindergarten. The exercises connecting the kindergarten and manual training proper, that is, work with tools and machines on wood and iron, are of various kinds; but, from appearances, this phase of the subject, I should judge, has not yet been fully worked out. Paper and card-board work, bent iron work, and knife work, seem to be the commonest and the most suitable. Paper and card-board are cheap and easily manipulated, while bent iron lends itself to the cultivation of good taste in design and to freedom in individual expression. Knife-work (whittling, carving, etc) is also cheap and simple, and, when followed out intelligently has been proved to produce excellent results. The course in wood-working with bench tools begins when the pupil is about eleven years of age, or as soon as he can handle them, and continues throughout the higher grades of the elementary schools until he is about fifteen. In the systems which one usually encounters, the work in wood consists of a series of exercises intended to relate it to the interests of the pupils. The models are simple, useful articles that have a place in his life, whether at play, at school, or at home. One sometimes finds, however, schemes in which this relation is not considered so much as the development of the principles that underlie the use of the tools. In the former systems, in particular, while the models stimulate to healthy, spontaneous self-activity, they are so devised as to cultivate also a sense of artistic form. The course with bench tools is sometimes finished in the primary school but is more usually continued in the High School, where it is followed by machine work—wood turning; the same objects being kept in view here also.

This work, in particular, develops delicacy of manipulation. In pattern making, the next stage, the pupil obtains a knowledge of the technique of the subject, and his manual training is continued on the same lines as in the previous exercises. Pattern making is followed by moulding, its natural sequence. Next come blacksmithing and forging. At this stage the pupil receives a special training in quickness and decision, and, as the models are of a decorative character, his aesthetic sense is also cultivated. The last course consists of filing and chipping iron with practice in the various tools of a fully equipped machine shop. Occasionally girls take the course in wood-work in the Grammar grades and (though rarely) in the first year of the High School; but usually in these grades parallel courses are provided for them in drawing and domestic science and art. The preceding is, of course, a mere outline. Further on I submit typical school courses which give definite details of what is attempted in both the primary and the secondary schools.

THE SWEDISH AND THE RUSSIAN SYSTEMS.

As I have already said, no general system has yet been evolved between the kindergarten and the wood-work of the higher elementary grades. The same remark applies, in a measure, to the exercises in wood-work, owing, I think, not so much to the difficulty of the problem as to the fact that they came to this continent from two sources—Russia and Sweden. The main differences between these two systems in their original forms were that the Russian emphasized the value of the working drawing; the Swedish system, or, as it is called, Sloyd, neglected it, and that Sloyd required each piece of work to be a complete and useful article, whereas, the Russian attached no importance to this feature, being, in the earlier part of the course, only so many specimens of joinery. But both of these systems have been modified. Sloyd now emphasizes the working drawing while the Russian exercises have been simplified; and both have been adapted to American conditions. As defined by its advocates, Sloyd is tool work so arranged and employed as to stimulate and promote vigorous, intelligent self-activity, for a purpose which the learner recognizes as good. Its aim—and this should be the aim of any manual training system—is the harmonious development of the pupil during the formative age, giving him by manual exercises and the use of the creative instincts such general training as will fit him mentally, morally and physically for any subsequent special training. The Russian system assumes that the forms of tools are the product of evolution, being the result of the best thought and the highest skill. Each tool has its functions and its correct methods of use. Again, each material has its characteristics, its limitations, its weak and its strong sides. These must all be brought out, contrasted and compared. And again construction consists chiefly in methods of combining pieces; hence joints, unions, and fittings constitute the chief elements. To a subordinate extent individual parts are to be shaped or modelled in accordance with the laws of simplicity, strength and beauty. Finally, the muscular strength of the boy's hand and arm, and his ability to be accurate, to be logical, and to be provident, must be duly considered.

Sloyd, however, has some advantages, especially for elementary classes. It makes less of the tool and more of the child. Its gymnastics are better and its exercises have a more human interest. The completed article appeals more strongly to the sympathy of the young than the more formal exercises of the Russian system. The latter are more suitable for High School pupils, especially if the course leads to an economic goal.

As a matter of fact, however, the character of the models I found in many places varied so much as the result of the teacher's individuality, that, although I often heard the terms "American Sloyd" and "American Russian" many of the systems are eclectic, consisting of what the teacher regarded as the best feature of each. This is, of course, as it should be.

THE ARGUMENT FOR MANUAL TRAINING.

Here it will be well to summarize the arguments for manual training as a necessary element in all education:

(1) Theoretically Manual Training is necessary. As Froebel has shown, education consists in developing all our faculties fully and naturally. To use the language of the Froebellian: "We must put the whole boy to school." It develops a large area of motor brain-energy which the old departments left untouched.

Our populations are fast becoming urbanized. The boy and girl on the farm or in the village still gets this training in a haphazard fashion, but the time has gone by even in Ontario when such home-training was general; for the bulk of our school population it is no longer available. Besides, every child enjoys creative work. Drawing, itself a limited kind of manual training, is the only other subject we have which recognizes the craving.

(2) Experience is in favor of Manual Training. Those who have to do with it all testify to its value:

(*a*) As an intellectual stimulus. Psychology tells us that, when we develop the motor activities, we stimulate the sensory and other brain areas. It comes, too, as a rest and agreeable change from the purely intellectual and is thus a help rather than a hindrance to the regular class work. Manual training helps any boy—the dull boy, in particular—in his other studies.

(*b*) As a social influence. It is itself labor, and its presence in a programme dignifies labor. The professional man is better for it, and it counteracts the present tendencies to despise manual labor—agriculture as well as the trades—and to crowd the professions. Schools in which book studies are the only or the chief ones make the pupils discontented with occupations in which bodily labor plays an important part, and incite them to leave their rural home for the city and the genteel occupations.

(*c*) As a moral agent. It cultivates habits of independence, orginality, self-control, accuracy, observation, truthfulness, taste, and neatness. Children engaged in trying to give material expression to some form of usefulness and beauty, grow themselves into unconscious goodness. It seems also to hold many in school who would otherwise lose interest and drop out for all sorts of frivolous reasons.

(*d*) As a preparation for manual occupations. While it does not aim to prepare for the trades, it is the best practical preparation that can be given. Even the ability to read and apply the working drawing is itself of very great value. For the various minor duties of life, requiring manual skill, it is equally valuable. What more useful household accomplishment can there be than "handiness?"

(*e*) As a physical gymnastic. Exercises like sawing and planing develop the larger muscles, while the smaller ones are developed by the more delicate work of drawing, designing, and finishing. Sloyd, in particular, attaches much importance to a correct position at work.

Manual Training in the United States.

The history of the evolution of manual training is interesting and valuable, for it throws light on the present situation. A few epoch-marking events it is well to note here. When trade schools were established in Belgium, France, and Germany, it was found that, to secure satisfactory results, mathematics and science, and drawing in particular, must form part of the course of instruction. At first, the object was wholly economic; but it soon became evident to educationalists that training in the use of tools based on fundamental principles was of educational value. In 1858 a simple system of manual training was devised in Finland which recommended itself so highly that, eight years later, it was by law made obligatory in all the primary and normal schools of that country. It is well to note that the author of this system credits Froebel with the educational theory that underlies it. Sweden, which also claims to have had some form of manual training for over forty years, has given us the Sloyd system, already described. Of late years manual training for the young, often associated with technical education, has spread all over Europe, so that it is now found also, in some form or other, in the schools of Belgium, Germany, Austria, Switzerland, France, and England. In London, England, for example, it was introduced about 1886. The law, however, did not then permit the use of public funds for this purpose, and, in 1887, one of the Commercial Guilds gave a grant of $5,000. So successful and so popular did the new training prove that, in 1890, it was placed by the Education Department on the school programme; power was given the school board to apply municipal funds; and grants were made for its maintenance by the Imperial Parliament. Last year, in the City of London alone there were over 150 centres at which the boys of the primary schools received instruction in wood, leather and metal work. The late National Commission for Ireland, after a thorough investigation of the subject, has also, I may add,

reported very strongly in favor of the introduction of manual training into the national schools of that country.

The first suggestion in the United States came from a report of the director of the Imperial Technical School at St. Peterburg. This, the Russian system, was originally designed for students who entered the Technical School at 18 years of age. It is, however, held that the credit of adapting it to boys of fourteen or even younger belongs to the United States. The Russian educational exhibit at the Centennial Exhibition (1876) presented a full description of the system with a set of models to show how the tools were to be used. Pres. Rundle, of the Massachusetts Institute of Technology, was so impressed with the educational value of this exhibit, that, on his return from Philadelphia, he published a full report of it and established classes in tool instruction in his own college. As early as 1872 a shop for tool instruction and practice was equipped in Washington University, St. Louis, by C. M. Woodward, now director of the Manual Training School of the University and, I believe, admittedly the protagonist of Manual Training on the American continent. In 1882 the subject was presented at the meetings of the American National Educational Association, and a committee thereof reported in its favor. In 1888, through the liberality of Mrs. Shaw, of Boston, Sloyd was introduced into the schools of that city, where the Russian system was also on trial. At first it was not very successful, but, as adapted by Mr. Gustav Larrson, now Principal of the Sloyd Training School, it has achieved remarkable success and is now the vogue in the grammar schools of Boston and many other cities, and its motive, indeed, has penetrated further and deeper than the name itself. It has proved to be the leaven of the system. As originally introduced both the motive and consequently the method of manual training were different from those of the present systems. The motive was technical. The earlier exercises were undertaken to give a skill of hand to be used in industry. The later ones give a skill of organism to be used in life. They are designed to train the mind through the hand. On this subject, for the last ten years, there has been no difference of opinion amongst modern educationalists. Any differences there are regard only its organization.

THE PRESENT SITUATION.

Advance sheets of the U.S. Bureau of Education (for which I am indebted to the courtesy of Dr. W. T. Harris, the U.S. Commissioner of Education) show that in 1899 manual training had been introduced into at least some of the leading cities of nearly all the States of the Union, and that the number of centres is rapidly increasing. Thus, for example, in 1890 there were 37 centres in cities of 8,000 and over; in 1894, 93; in 1896, 121; and in 1898 (the last year for which there is a record), 146. In this, as, indeed, in any other subject that makes for education the State of Massachusetts took from the first the leading place. In 1887 the first text book for beginners was published in Boston, and in 1894, chiefly, I believe, through the efforts of the Hon. Frank Hill, now secretary of the State Board of Education, and by general consent one of our foremost educationalists, a law was passed requiring every city and town of 20,000 and over to maintain manual training as part of its High School system, and in 1898 a clause was added requiring such communities to provide for this training in the primary schools also While the State makes no distinction between boys and girls, the early provision was for boys only. Of late the claims of girls have been recognized as well in the provision that now exists for instruction in the arts that pertain to the household and the sciences that underlie them. The last report of the Massachuetts State Board (1898-1899) shows that not only have almost all the cities affected complied, often most generously, with the manual training law, but that no fewer than eighteen other cities and towns with populations of from 1000 to 1900 which are not affected by it, have voluntarily made provision.

I have so far dealt chiefly with one side of the new movement. The associated departments of sewing and cooking have not met with the obstacles that have stood in the way of manual training. Their introduction and maintenance cost less, and their utilitarian value commends itself more directly to the people. These subjects are very common in the grammar schools. Cooking I found oftener in the high schools than sewing.

All this has not been accomplished without much effort and a large expenditure of public money, especially in the high schools. Local sentiment, however, still varies from strong advocacy to antagonism, and, although in Massachusetts the general feeling has expressed itself in legislation as being favorable, the work of educating the people has still to go on even in this enlightened commonwealth. It is well to note here that, while the labor unions still look askance upon trade schools, they are invariably favorable to manual training. As an illustration I may record the fact that the last annual report of the Illinois bureau of labor statistics recommends the passage of a law favoring the compulsory establishment of Kindergartens in towns of 5,000 inhabitants or over. In cities of over 20,000 people it recommends manual training schools, and also suggests that provision be made for the training of Kindergarten and Manual Training teachers in all the State Normal Schools. A bill based on these recommendations and including domestic art has just been introduced into the legislatures. Still further, under date of January 24th, I find that the Building Trades Council and the Bricklayers' Labor Union of Chicago have petitioned the Board of Education to have their apprentices take technical training at the English High and Manual Training School of that city. This also is suggestive to Ontario.

HIGHER TECHNICAL INSTITUTIONS.

Of the higher institutions for technical education in the United States, although I heard of a large number, being directly interested chiefly in primary and secondary education, I visited only the Armour Institute (Chicago), the Drexel Institute (Philadelphia), the Massachusetts Institute of Technology (Boston), the Pratt Institute (Brooklyn), and some of the departments of Applied Science of the universities in manual training centres. My object in visiting even these was as much to ascertain what estimate their authorities put upon manual training, as to see the highest phases of technical education in the United States. One very remarkable peculiarity about almost all the higher technical institutions that I visited or heard of, is the fact that they are either endowed by private benefactors and maintained in the same way or partly by fees, or they are wholly self-supporting. So far as my experience goes, the Massachusetts Institute of Technology is the only one which has received legislative aid. Of course, there are States, as, for example, Michigan, which support universities, and even in New York and the New England States, grants are made from the public funds for special educational purposes, as, for example, the grant to the Agricultural Department of Cornell; but I am now giving my own experience. The provision for higher technical education in the States includes also military schools, agricultural colleges, and university agricultural departments. As in the case of the other technical schools, some of these are supported wholly or partly by the State, and others by private benefactions. The only one I visited was the agricultural department of Cornell University. This I will discuss further on in connection with the question of agricultural teaching in our public and high schools.

The Massachusetts Institute of Technology is undoubtedly the largest and most complete school of the kind in the United States, and it is also one of the largest in the world. Some idea of its relative size and importance may be gathered from the fact that it has a staff of 175 professors and instructors, and that its current expenditure for maintenance alone in 1899 was $367,500; whereas there are only 14 on the staff of our School of Practical Science and its annual expenditure is only $35,000. I should add, however, that, on the average, it costs but $175 to educate one of our students, whereas it costs in the Boston Institute $314. The curriculum embraces almost every science which finds application in the arts. A characteristic and very important feature of all the courses and one wanting in most other similar institutions, is that a by no means inconsiderable amount of general literary culture is required in addition from every candidate for its degree. Recognizing the fact that few students of technical schools are university or college graduates, and that the aim of the institute should be first of all to send out broadly trained men, the faculty has always insisted that liberal studies should be incorporated in every department of the curriculum. With Prof Schwamb, to whom with President Pritchell I am indebted for much valuable information, I visited the "shops," or mechanical laboratories, which are considered an important adjunct of the other laboratories. These consist of a fully equipped shop for carpentery, wood turning and pattern making, foundry for iron and brass, a forge-shop and power-hammer, and a

machine shop with about 40 lathes—an establishment corresponding, in fact, to the mechanical laboratories of the best manual training high schools.

The Armour, Drexel, and Pratt Institutes of Technology, named after the gentlemen to whose munificence they owe their foundation and chief support, have departments corresponding to some of those of the Boston Institute, but they have preparatory and other schools affiliated and are wider and more popular in the range and character of their courses. The words of the year book of the Drexel Institute are applicable to all. The chief object of these institutions is "the extension and improvement of industrial education as a means of opening better and wider avenues of employment to young men and women," and "providing means of culture for the public by evening classes, free lectures and concerts, the library and the museum." The buildings and the equipment of the Drexel and Pratt Institutes are very fine—especially those of the former, which, being of more recent establishment, represent the best features of similar older institutions. The Armour Institute is not so well equipped as either of the others, nor are its courses so comprehensive; and, notwithstanding the long continued generosity of the late founder, it is now much cramped for room. The Drexel and Pratt Institutes present more ambitious programmes, and the range is extraordinarily large, embracing almost every existing phase of education—Fine and Applied Art, Mechanic Arts, Electrical Engineering, Technical courses, Science courses, Commerce and Finance, Domestic Science and Art, Library Schools (to prepare librarians), Language and Literature, Physical Culture, free lectures and entertainments, organ recitals and concerts, choral classes, with very fine libraries and museums. The Armour and Pratt Institutes have also preparatory high schools attached, and the latter has a trade school with evening classes in carpentery, machine work, plumbing, house-painting, sign-painting and fresco-painting. These institutions are attended by thousands of students of all classes, and seem to me to be the natural product of a prosperous, liberal, and progressive people.

The authorities of these three institutes all speak in the highest terms of the value of Manual Training. Dr. MacAllister (of the Drexel Institute), in particular, was one of its first and most strenuous advocates, even maintaining that it should be continued to the end of the high school course as part of a liberal education. His contention, in which the other educationalists I met concur, is that there cannot be full development of the motor centres of the brain without a systematic training in metal work.

As will be seen later, the manual training high schools offer, in addition to general and other courses, what they call a preparatory course for the higher technical schools. Such courses may be projected before long in Ontario, and I thought it wise to ascertain the experience of those who had had an opportunity of testing the results. All of these higher schools, I should explain, have "shops" for wood and metal work, duplicating, in fact, the course of the manual training high schools. The only exception I know of in the United States is the department of Applied Science in Yale University. President Hadley has been good enough to explain to me that Yale has found it necessary to avoid the use of shopwork in the department of mechanical engineering; not because the university undervalues manual training, but because, in the stage of specialized education preliminary to actual professional life, the young men liked shopwork so much that they tended to overrate its value in proportion to other things. He has received testimonials from the best engineers all over the country that the effect of this practice on the part of Yale had been good; that the young men who came to them trained in college shops not only had a great deal to unlearn, but had false conceptions which stood in their way. Here it may be well to note that the position of the president of Yale in this matter is that taken by Principal Galbraith of our School of Practical Science, although his reasons for not desiring the "shops" are, as he stated in his address last December, not the same as those given by President Hadley.

Opinions of University and other Authorities.

On the question of the relation of the manual training schools in the United States to the higher technical institutions, I am able to submit the following opinions :

From the Sec. of the Mass. Inst. of Technology, Boston.

"I am inclined to answer your question as to preparation in manual training schools as follows: In the first place, a manual training school attracts and holds a considerable portion of boys who would have abandoned the ordinary academic high school course to go into practical work without ever completing

preparation for admission to the institute. The Mechanic Arts High School in Boston thus sends us at present more applicants than any other school, while the number coming from the English High School has fallen off very considerably. These boys include a large proportion from the industrial and even the poorer classes, increasing incidentally the demand for scholarship aid. In the second place, the value of their preparation for our work depends much on the quality of the boy, and much, of course, on the quality of the teaching, apart from the abstract merits of the kind of education itself. The boys who come to us from the manual training schools are to some extent those whose particular mechanical instincts were at the outset relatively strong. These boys, when they come to us, are therefore likely to be one-sided, and to show weakness, or even to fail in our literary requirements, which are considerable during the first three years. In the third place, the direct anticipation of our drawing and shopwork in the manual training school is an advantage of varying importance. The work can rarely be so well done as by our own students, in the shorter time which the latter give to it. The drawing is required in all our courses, but shopwork is required only in particular ones in varying amounts.

"On the whole, I am disposed to advise that a boy should choose between the manual training and other secondary schools on other grounds than their supposed merits as preparatory schools, and to consider them in this respect as of about equal strength, assuming, of course, that the academic preparatory course will include some study of natural and physical science, without which any secondary course seems to me to be defective.

"It is doubtless an advantage from our point of view that our students should have had training in drawing and shopwork at an early age. It does not follow that in a particular case this training may have been the best.

"Professor Schwamb suggests that I add that the shopwork of our students can be done in less time and more thoroughly, partly because the men are more mature, but mainly because of their training in exact work in other laboratories of the institute. He adds that previous training in shopwork and drawing is of particular advantage to students in certain other engineering courses, for example, civil engineering, which do not include it in their actual requirements."

From President Hadley, of Yale:

"We have not as yet been able so to arrange our examinations that manual training can be made a part of them; and as we admit only on examination, and not on certificate, this has prevented us from incorporating it in the requirements for admission.

"I may, however, add that the work done by those who have had courses in good manual training schools has been of such high character that we are most favorably impressed with its value in secondary education."

From the Sec. of the Faculty of Mechanical Engineering, Cornell:

"We do not directly recognize manual training in our matriculation. After the students have entered upon the work of the course, if they are able to show the necessary skill we allow them to make a certain number of exercises standing as an examination, and these, if up to the standard, may be accepted in place of the term's work. In this manner, if the student has gained sufficient training at the high school, he may be able to make it count in the university. Our experience has been, however, so far, that comparatively few students with only high school manual training are able to pass up very much of the work. Neither do we find that at the end of the four years' course the man who has had high school manual training is likely to be in advance of his fellow who has not had such training. In other words, we find that the condition of the student at the end of his course will depend more upon the manner in which he has utilized the advantages which we provide than upon whether or not he has had previous training in the high school. I think that I may fairly say that for purposes of university preparation we do not place any great value upon high school manual training. We are quite content that the student should come without such training, and believe that for our purposes the time might be better spent in thorough training in the elementary subjects required for entrance. It does not follow that high school manual training has no value. It is a fact, of course, that but a small percentage of high school students finally reach the university and take a full university course. For the great majority who go from the high school into the world it may well be that they would find a course of manual training of great value; but I am convinced that if manual training in the high school has to be justified it must be by reason of its value for this class of students rather than for the one who goes on to take a university technical course."

Harvard University recognizes the Manual Training System in its requirements for admission to its department of Applied Science. This concession is, no doubt, due to Pres. Eliot's appreciation of the subject, an appreciation which he has publicly proclaimed. He is absent from the country at present, and I was unable to obtain his views. To some of the Harvard authorities, the chief value of manual training, I understand, seems to be in the education of young men who need to have their interest stimulated by manual exercises. Such training is also held to have an important place in providing the large number of young men who are employed in the smaller trades to be found about every large city. It is also believed that the system has not been long enough in operation at Harvard to justify any general conclusion in regard to its desirability as a preparation for college work.

Evidently the relation of the Manual Training School to the higher Technical Institutes has not yet been worked out in the United States, and the situation there would not justify us in making any immediate provision for preparatory courses in Manual Training for our University faculties of Applied Science.

MANUAL TRAINING HIGH SCHOOLS.

It would be impossible to give any definite general statement of the organization of the Manual Training High Schools. Although having the same general character, they differ according to the individualism of the cities and towns in which they are situated. The most important I saw are those of Boston (Mass.), Brooklyn (N. Y.), Cambridge (Mass.), Chicago (Ill.), New Haven (Conn.), Philadelphia (Penn.), Providence (R. I.), and Springfield (Mass.). All of them have separate buildings and are well equipped and well manned. Co-ordinate with them in their localities are English and Latin High Schools, also in separate buildings; the number of such High Schools in a city varying from one in Springfield to about a dozen each in Boston and Chicago. I may say in passing that an idea of the attitude of the American people towards a secondary education may be got from the fact that, in Philadelphia, the Boys' High School alone cost $1,300,000, and in Springfield, a city with a population of only 60,000, its new High School—a most magnificent edifice—cost about $750,000. The cost of the buildings and the equipment of the Manual Training High Schools I visited runs from about $250000 to nearly $300,000 (the Boston Mechanics Arts High School). All of the High Schools—English, Latin, and Manual Training—are free to residents, as, indeed, are all the Public Schools of the United States that I saw or heard of. The Manual Training Schools enumerated above are now all owned and managed by the local Boards of Education. The Rindge Manual Training School of Cambridge was founded in 1888 and maintained until 1899 by Mr. F. H. Ringe, a wealthy merchant of that city. In the latter year it was unconditionally handed over to the Board of Education and is now a part of the public school system of Cambridge; the fine new English and Latin High Schools having been built on adjacent squares. The Boardman Manual Training High School of New Haven is a gift of the widow of the Hon. W. W. Boardman, who donated $70,000 for a building, the City Board of Education furnishing the land and the equipment and defraying the current expenses. All the others I visited had been established by the municipalities in which they are situated; all, without any exception, are in a flourishing condition; and most are in pressing need of more accommodations.

All of the above mentioned Manual Training Schools are real High Schools, with the same entrance requirements as the English and Latin High Schools, but differing from them in substituting courses in Manual Training for some of their academic work in the languages. All have courses in English, Mathematics, and Science; a few have Latin; all have French; most German; and one Spanish. Five of them—those in Boston, Cambridge, Chicago, Philadelphia, and Springfield—are for boys only; the Domestic Art and Science for girls being in one or two of these cities provided in the English High Schools. All of them offer what are called "General Courses"; that is, courses (with Manual Training) suitable for those who want only a general education, as well as preparatory courses for the different Higher Schools of Technology. The Schools of Boston and Springfield are known as Mechanic Art Schools, because they have specialized in courses developing the principles of the Mechanics Arts, and the same name might also be applied with equal suitability to the Schools in Cambridge, Chicago and Philadelphia. The Manual Training Schools of Brooklyn, Providence, and New Haven provide courses for girls in Art and in Domestic Science and Art, while the Brooklyn and Chicago Schools provide Commercial Courses also. In Philadelphia there is a special commercial High School attended by about 1,000 girls, but usually this branch of instruction is provided for in the English High Schools. In Boston, Brooklyn (except for commercial students), Cambridge, New Haven, Providence, and Springfield, the courses are of four years; and in the others, of three, except in Philadelphia (which has two public Manual Training Schools in different parts of the city), where there is a post graduate course in the Languages, History, Mathematics, and Science.

Of High Schools which have a manual training department in addition to the usual academic ones, I may mention in particular those at Albany (N.Y.), Brookline (Mass.), and Lynn (Mass.). The accommodation at Albany consists of some rooms in the basement, and the equipment is by no means elaborate. The courses are in woodwork only, and are taken as an option by both girls and boys. Here there are two teachers, a man for the boys and a woman for the girls. The teacher of the girls had taken a summer course at the training school in Naäs (Sweden), and was as enthusiastic an advocate

of Americanized Sloyd as the teacher of the boys' work was of Americanized Russian. In the last year of the girls' course, clay modelling and carving in wood are substituted for the boys' machine work in wood. The wood-carving and joinery of the girls, I may say, was exceedingly good. The boys of the Brookline High School take under a special teacher the work in wood and iron in the building of the William T. Lincoln Grammar School. The course here is a good one and was spoken of in high terms of commendation by the superintendent of the mechanical shops in the Massachusetts Institute of Technology. In Lynn, near Boston (population 60,000), the work in both wood and iron is taken in the old High School building, adjacent to the new English and Latin Schools (which cost $280,000). The equipment is of the best, and the staff (of four) is the largest I saw in any of the manual training departments of an English High School. The course in shop-work is a three years' one:—Joinery (28 weeks), wood turning (12 weeks), for the first year; wood turning and pattern making (23 weeks) cabinet making (5 weeks), and forging (12 weeks), for the second year; and tool making, tempering, compounding of metals and alloys, moulding and casting (16 weeks), and hipping and filing and machine work (24 weeks), for the third year. Drawing, of course, is here as elsewhere, closely correlated with the shop work. Here I was especially struck with the attention given to such parts of forestry as could be taken up in connection with the course in wood. A peculiarity of the school which is suggestive to us in Ontario is that the teachers of manual training take a share in the academic work in the High School proper in English and mathematics. A course in Domestic Science is provided for the 8th Grammar School girls of Lynn in two different centres, but no such provision exists in the High Schools.

As I have already said, these schools are not regarded as trade schools either by their staffs or by the public, and I seldom heard the education they give described as technical. Both terms seem to be studiously avoided in this connection. It is always held that the schools have as much claim to be considered educational as have the English or the Latin High Schools. They specialize in manual training; the English and the Latin schools, in English and the languages. Indeed, it is maintained that the Manual Training Schools are more important educationally than are the other two classes of High Schools, for they educate the whole nature, the creative as well as the acquisitive powers. It is not, however, denied that in the later years of the work, the courses are a direct preparation for the industrial pursuits; but it is pointed out that the courses in the other schools are a direct preparation for the professions, and that the industrial arts have at least an equal right to consideration. Some of the Manual Training Schools as, for example, those in Providence and New Haven, may fairly be described as lower grade Technical Schools; they emphasize the industrial aspect more than some of the others. Such schools supply a demand which the decline of the apprentice system and the marvellous progress of industry have of late years developed in the United States for technical training of a grade below that of the Schools of Technology. They prepare young men whose funds and time are limited, for positions as designers, draughtsmen, and superior workmen, many of whom eventually become foremen and managers; and, with the education they give, a man of ability may rise to any position in industrial life: not all a man's education is obtained at school or at college. It is, I should think, exceedingly probable that the Manual Training High School idea will develop more and more in this direction especially in the smaller cities, where limited financial support will prevent a more complete sub-division of educational labor.

An examination of the records of seven hundred or more of one of these institutions shows that 70 per cent. of its former students are engaged in pursuits in which what is required is a high order of intelligence with skill of hand in dealing with force and matter. Already a large number occupy positions of trust and responsibility as superintendents, managers, and foremen. That such schools also foster a desire for higher learning is shown by the fact that 20 per cent. of the graduates become students in the colleges, universities, and higher technical schools. On another point, emphasis was laid by all the principals I saw; many of the students go into kindred commercial occupations (hardware stores, etc.), or become dentists, doctors or lawyers. These, I am told, bear witness to the great advantage from hand and eye training and a general acquaintance with industrial pursuits. The resulting sympathy with and respect for labor are also not the least of the recommendations of such courses for those whose occupations are of a more literary character.

The flexibility of the American system—its adaptability to local needs—is seen everywhere. In Springfield, for example, I found, in connection with the Mechanic Arts High School, evening trades classes in tool-making and plumbing. These classes were at first very successful; but, owing to the withdrawal of the city appropriation, a fee had to be charged and the attendance at once fell off. At present only the class in plumbing survives. It is also significent of the liberality and intelligence of the American workmen in Springfield, which is a distinctively manufacturing city, that its Plumbers' Association have voluntarily agreed, in employing help, to give the preference to members of the evening classes in plumbing. Speaking of these classes in his report for 1899, Mr. Thos. M. Balliet, the city superintendent, uses words which show clearly the direction in which the manual training idea is drifting in some parts of the United States:

"The success of these classes makes it clear that if provision were made for the teaching of several trades in the day high school, in the Manual Training course, it would meet with wide popular approval; and it would provide a kind of high school education for boys who ordinarily are obliged to go to work when they have completed the grammar school course and are thus deprived entirely of a high school education. The present equipment and teaching force, both of which have been increased the present month to provide for the needs of the school as now organized, would also be sufficient to teach machine shop practice, pattern making, and joinery as trades. The adding of other trades would, at this time involve more or less additional expense."

MANUAL TRAINING HIGH SCHOOL COURSES.

I give below the courses of study in the Boston and Providence schools as being two characteristic types of the Manual Training High School. The Boston school (for boys only) has specialized in the Mechanics' Arts, and the Providence one (for both girls and boys) is of a more popular character, each being organized to meet the peculiar requirements of its district:

MECHANIC ARTS HIGH SCHOOL, BOSTON.

COURSE OF STUDY.

This course of study is not to be regarded as a permanent one, but simply as a trial course which is subject to change at any time. At first the course was a three years' one. Recently a fourth year has been added.

FIRST YEAR.

Academic.	Hours per week.	Months.	Mechanic Arts.	Hours per week.	Months.
Algebra	5	10	Drawing	5	10
General History (alternate days)	2½	10	Carpentering	10	7
English (alternate days)	2½	10	Wood-carving	10	3

SECOND YEAR.

Algebra (alternate days)	2½	10	Drawing (alternate days)	2½	10
Plane Geometry	5	10	Wood-turning, pattern-making	10	5
History of the United States, Civil Government (alternate days)	2½	10	Forging	10	5
English	2½	10			
French	2½	10			

THIRD YEAR.

Solid Geometry	5	5	Drawing (alternate days)	2½	10
Plane Trigonometry	5	5	Machinist's work—with hand tools mainly	10	3
Physics (alternate days)	2½	10	With machine-tools mainly	10	7
English (alternate days)	2½	10			
French	5	10			

FOURTH YEAR.

Trigonometry: applications to phyics, surveying, and navigation	$2\frac{1}{2}$	10	Drawing	$2\frac{1}{2}$	10
Physics: laboratory work	$2\frac{1}{2}$	10	Machine Shop Practice and projects involving the shop work of preceding years	10	10
Chemistry	5	10			
Advanced Algebra	$2\frac{1}{2}$	10			
Plane Geometry	5	10			
History of the United States	$2\frac{1}{2}$	10			
English	$2\frac{1}{2}$	10			
French	5	10			
German	5	10			

The subjects specified for the fourth year, with the exception of English, are optional. Candidates for diplomas are required to take throughout the year the equivalent of 15 hours per week in the academic department, and $12\frac{1}{2}$ hours in the department of mechanic arts, but the work of either department may be substituted for equivalent work in the other. A prepared recitation is counted as the equivalent of two hours of laboratory work, shop work, or drawing.

The omission or choice of a study must be subject to the approval of the principal.

MECHANIC ARTS DEPARTMENT.

For each of the mechanical departments a carefully graded series of models has been chosen, the construction of which illustrates every fundamental principle or process. The models in the primary series are made by all the members of a class. Running parallel with the primary series is a set of supplementary models that involve the application of principles already learned to more difficult work. The supplementary exercises are undertaken only by those who are capable of doing more than the regular work of the class.

The aim of the course in drawing is to teach the proper use of the pencil and drawing instruments, and to give facility in the expression of ideas of form by the various methods of freehand and mechanical representation. About two-fifths of the time assigned to drawing each year is devoted to freehand work, and the remainder to mechanical drawing. In addition to the carefully executed plates much attention is given to the rapid production of drawings of models sufficiently accurate for many useful purposes, but by no means finished work. Such sketches frequently furnish the data for complete working drawings.

DRAWING.

FIRST YEAR.

Freehand lettering. Freehand sketching: views of type solids and carpentry models. Elementary working drawings of carpentry models to scale. Elementary Geometric problems. Geometric designs. Orthographic projection of simple solids: cutting planes, sections, and developments. Designs of supplementary shop exercises: book-rack, tool-box, small tables. Freehand appearance drawings of types, singly and in groups. Freehand historic ornament.

SECOND YEAR.

Orthographic projections, intersections, and developments. Applications of line shading and tinting. Freehand and instrumental working drawings of shop exercises. Freehand elementary design. Original designs of goblets, balustrades, and vase forms, to be executed in the turning course. Original designs for wrought-iron work: grille, andirons, fire set, to be executed in the forge shop. Isometric drawing of details of building construction: framing. Application of geometric problems to the construction and decoration of openings: arches, windows. Freehand appearance drawing: casts, historic ornament, furniture, parts of room, machinery. Geometric problems: ellipse, helix, spirals. Machine details: bolts, nuts, screw threads.

THIRD YEAR.

Projection of shadows. Geometric problems; cycloid, epicycloid, hypocycloid, involute. Mechanical movements: cams, gears, eccentrics, pulleys, belting. Details of machinery: lathe, marine engine, dynamo. Elementary architectural design and decoration: plans, elevations, sections. Light and shade, orders of architecture from casts, pen and ink rendering. Tracings and blue prints.

CARPENTRY AND WOOD-CARVING.

The details of the manual training department are important at this juncture, more especially as they have been well worked out and have been the model on which the courses of many similar institutions have been based.

1. Measuring and lining exercises.

On a rough board with a two-foot rule and pencil; chalk line, try square, and pencil; bevel and pencil. On a smooth piece with marking gage; try square and knife; and with bevel and knife. On a smooth piece with compasses, straight edge, and knife, making a protractor with 15 degree divisions.

2. Sawing exercises, preparation of stock for models.

Rip and cross-cut sawing to pencil lines; rough board resting horizontally on trestles. Rip sawing in gage lines; piece held upright in the vise. Back sawing, square ends and sides of grooves; the pieces resting on bench hook. Sawing kerfs in mitre box. Curve sawing with hand turning-saw and power jig-saw.

3. Sharpening exercises.

Straight and curved edge-tools on grindstone. Sharpening or bevelling 2x6x$\frac{1}{8}$-inch white holly on prepared sandpaper block. Whetting straight and curved edge-tools on oilstones.
Applications: plane iron, chisel, gouge, carving tools, cabinet scraper.

4. Planing exercises.

Making plane surfaces; jointing edges and planing to gage lines. Block planing square ends with pieces held in vise. Oblique edge and end planing. Rabbeting, beading, moulding.
Applications: square prism, octagonal prism, hexagonal prism, winding sticks, picture frame, typical joints.

5. Nailing exercises.

Nailing square joints, using cut and wire nails. Toe nailing. Nailing mitre joints.
Applications: nail box, screw box, bracket, picture frame, splice joints.

6. Boring exercises.

Perpendicular boring with auger bits across the grain entirely through. Perpendicular boring to a given depth, both across and in the direction of the grain. Boring with awls, drills, and countersinks.

7. Chiselling exercises.

Sides and bottoms of grooves across and in direction of grain. Oblique surfaces. Inside of boxes. Curved surfaces.
Applications: sliding gage, mortise and tenon, dovetail, oil-stone box, glove box, octagonal tool handles.

8. Gluing exercises.

Rubbed joints. Clamped joints. Dowelled and keyed joints.
Applications: winding sticks, T squares, drawing boards, picture frames, hopper joints.

9. Form work.

Plotting curves from straight lines on plane surface freehand. Plotting curves on curved surfaces.
Applications: coat hanger, bread trencher, hammer handle, octagonal tool-handles.

10. Wood-carving exercises.

Flat and oblique surfaces cut with firmer and skew chisels. Beads and rosettes cut with firmer and skew chisels. Cutting straight and curved lines with veining and parting tool. Fluting and beading with gouges. Geometric designs cut in low relief on flat surfaces. Conventional designs cut in high relief on both plane and curved surfaces.
Applications: pencil tray, book rack, picture frames, stamp box, jewel case, music rack, flower-pot stands.

WOOD-TURNING AND PATTERN-MAKING.

I. Turning between centres—white pine.

1. Cylindrical surfaces, gouge and chisels. Cylinder; gouge. Cylinder; chisel. Double stepped cylinder.
2. Convex curves; chisels. Beads of different sizes. Beads, conical and cylindrical surfaces.
3. Concave curves; gouges. Curves of long radii. Curves of short radii, semicircles.
4. Combinations and applications of 1, 2, and 3. Convex curves, concave curves and cylinders. Convex curves, compound curves and cylinders. Convex, concave and compound curves, cylinders, and spherical surfaces, leaving a square base.

II. Chuck turning.

1. Capital of column. Grain perpendicular to axis; cylindrical, conical, and curved surfaces—white pine.
2. Powder box—cherry.
3. Napkin ring—walnut.
4. Goblet—hardwood, glued up.

SUPPLEMENTARY WORK.

Bench stops—hickory. Gouge, chisel, file, and screw-driver handles. Mallet—maple. Stocking ball—cherry. Rolling pin—maple. Gavel—oak. Dumb bells—maple or cherry. Indian clubs—maple. Balustrade—pine. Micrometer caliper holder—cherry. Towel rings—cherry, Boxes—cherry, maple. Napkin rings—walnut. Cups and goblets—hardwoods glued up. Spheres—cherry. Vase forms—pine.

III. Pattern making.

Draft, allowance for shrinkage ; gear blank. Green sand core, allowance for finish ; collar. Split pattern, dry sand core ; hollow chuck. Applications of 1, 2, and 3 ; stand for tool rest.

SUPPLEMENTARY.

Paper weight, blank for taper socket. Collar, face plate. Hanger box, screw chuck. Tool rest, hand wheel, eccentric.

FORGING.

1. Description and operation of forge, and care of fire.
2. Names, characteristics, and uses of tools.
3. Typical processes : drawing, shouldering, forming, bending, upsetting, twisting, scarfing, welding, punching, hardening, and tempering.
4. Sources and properties of materials : common iron, Norway iron, Bessemer steel, open-hearth steel, and crucible steel.
5. Applications : butt ring, hook and staple, bolt, nut, timber hanger, bracket, eye bolt and ring, chain and hook, tongs, centre punch, cold chisel, cape chisel, spring, lathe tools, square reamer.

MACHINE-SHOP PRACTICE.

1. BENCH WORK.

1. Chipping and filing of plain surfaces—cast iron.

Use of measuring and marking tools. Chipping narrow surfaces with flat chisel. Chipping broad surfaces with cape and flat chisel. Filing flat surfaces and testing with straight edge.

2. Drilling cast iron—finished model No. 1.

Accurate location of holes. Action of flat drill.

3. Chipping and filing of curved surfaces, and plain surfaces at right angles—cast iron.

Testing with a try square. Filing a convex surface. Chamfering curved and straight edges. Draw filing, and polishing with emery cloth.

4. A sliding fit—cast iron.

Production of parallel surfaces, testing with calipers. Fitting piece to slide in groove of fixed dimensions.

5. Drilling and chipping—wrought iron.

Use of twist drill. Key seat chipping. Use of round-nose chisel. Use of hack saw. Chipping in corners.

6. Surface plate—cast iron, brass handles.

Planing a flat surface. Drilling and tapping. Hand turning in brass. Use of die. Scraping.

7. Surface gage—cast iron, malleable iron, machinery steel, cast steel.
Extension of processes of chipping, filing, and fitting, with introduction of new forms of tools. Hand-lathe work on steel. Tempering. Assembling finished parts.

8. Paper-weight,—composition metal.
Hand turning. Polishing and lacquering.

9. A set of lathe tools.
Shaping faces that form a cutting edge.
Supplementary exercises. Calipers, hammer, binding posts, brass ornaments, skate runners, and projects of a simple nature. Simple machine tool work on stock for class exercises.

II. MACHINE TOOL WORK.

10. Stepped cylinder,—wrought iron.
Centering. Squaring ends with side tool. Use of parting tool. Roughing with diamond point. Finishing surfaces,—dry, with soda water, and with emery cloth and oil.

11. Perfect cylinder,—cast iron.
Truth of live centre. Alignment of the dead centre ; geometrical relation of the axis of revolution to the tool path.

12. Stepped cylinder,—finished model No. 11.
Determination of size :—With spring calipers set by steel rule. With spring calipers set by standard reference guage. With micrometer calipers. With standard caliper guage.

13. Taper sleeve and plug.
Use of lathe chuck. Use of chuck drill. Production of conical surface by compound rest. Production of conical surface by adjusting the dead centre.

14. Right and left hand screw.
Principles of screw cutting. Knurling and finishing.

15. Elements of machines that involve the use of chucking reamers, hand reamers, mandrels, boring bar, back rest, face plate, and taper attachment.
Examples : Pulleys, gear wheels, eccentrics, lathe spindles, steam-engine cylinder, lathe centres. These pieces may call also for work upon the planer, shaper, milling machine, or grinding machine.

III. Construction of Machinery.

A hand lathe, engine, dynamo, or other machine or piece of apparatus is built by a group of pupils each pupil making and assembling several closely related parts.

MANUAL TRAINING HIGH SCHOOL, PROVIDENCE.

COURSE OF STUDY.

The small figures after the studies designate the number of exercises a week; the figures in parentheses, the number of weeks the studies are taken.

A period means 45 minutes. All periods in manual work are double periods.

School sessions from 9 a.m. to 3 p.m., with a half hour recess for lunch, which is served in the building

First Year.

I. Academic Work:

Literature.

Elementary Rhetoric and English Composition[4] (40). American Literature and Authors[1] (40).

Mathematics.

Algebra[4] (40). Arithmetic[1] (40).

Science.

Physiography[5] (20). Bookkeeping alternating with Physics[5] (20).

II. Manual and Art Work:

Drawing[5] (40).

Lettering and Geometrical Figures. Working Drawings in connection with Carpentry. Geometrical Figures. Drawing from Models—Freehand. Drawing from Casts—Historic Ornament. Elementary Designs—Plant Forms.

For Boys.

Carpentry and Joinery[5] (20). Smithing and ornamental iron work[5] (20).

For Girls.

Sewing[5] (20). Carpentry[5] (15). Emergency Notes. Physiology and First Aid to Injured[5] (5).

Second Year.

I. Academic Work:

Literature.

Ancient and Mediaeval History[2½] (20). English Classics and Composition[2½] (20). English History fundamental to American Institutions[2½] (20). German[2½] (20).

Mathematics.

Geometry[5] (40).

Science.

Physics alternating with Civil Government[5] (20). Physics[5] (20). General Chemistry—Girl's course preparatory to cooking[5] (20).

II. Manual and Art Work:

Drawing[5] (40)—*For Boys.*

Designs in Wrought Iron. Geometrical Figures. Orthographic Projection. Elementary Machine Drawing—Freehand. Designs for Wood Turning—Classic Forms.

For Girls.

Historic Ornament for Woodcarving Designs. Values in Light and Shade. Pen and Ink Rendering. Charcoal—From Casts and Objects.

For Boys.

Clay Modelling and Woodcarving[5] (20). Smithing—Toolmaking and ornamental wrought iron[5] (20).

For Girls.

Clay Modelling and Woodcarving[5] (20). Science of Cooking and cleaning[5] (20).

THIRD YEAR.

I. ACADEMIC WORK:

Literature.

(a) German[3] (40). (b) English Literature and Composition[2] (40).

Mathematics.

Algebra completed[5] (10). Plane and Solid Geometry[5] (30). Mensuration.

Science.

Physics of Heat, Light and Electricity[5] (20). General Chemistry[5] (20). Structural Botany[5] (20).

NOTE. Girls take Physics for first half and Botany second half year.

II. MANUAL AND ART WORK:

Drawing[5] (40).

Building and Construction[5] (20). Mechanical Drawing or Architecture[5] (20).

NOTE. At the middle of the third year a choice is offered between a course of Mechanical Drawing or Architecture, extending through the remainder of the student's course.

For Boys.

Wood Turning and Patternmaking[5] (20). Molding and Foundry Work[5] (10). Vise Work[5] (10).

For Girls.

Chemistry of Food and Science of Nutrition[5] (20). Millinery and preliminary work in Dressmaking; water colors, drawing in connection with millinery and designs for embroidery[5] (20).

FOURTH YEAR.

I. ACADEMIC WORK: *Literature.*

German[5] (40). English Literature[2] (40).

Mathematics.

Review Algebra and Geometry[5] (10). Trigonometry and Surveying[5] (10). Field Work in Surveying[2] (20).

Science.

Analytical Chemistry[5] (20). Electrical Engineering[5] (10). Photographic Science and Engraving[5] (10)

II. MANUAL AND ART WORK: *For Boys.*

Mechanical Drawing or Architecture.

For Girls.

Charcoal Drawing from the Antique. Theory of color. Pen and Ink work—Copies and from life, for expression of taste and form in designs, for Dressmaking. Designs for Book Covers and Illustrations.

For Boys.

Machine Shop Practice[5] (40).
Steam Engineering[5] (6).

For Girls.

Household Sanitation; Study of Yeasts, Moulds, and lower forms of life; Home Nursing[5] (20). Dressmaking[5] (20). Psychology in place of Electrical and Civil Engineering.

In both Boston and Providence, the commercial courses which we find in the Brooklyn and Chicago Manual Training Schools, are provided in the English High Schools.

WOODSTOCK (ONT.) COLLEGE.

So far I have dealt with the manual training schools of the United States. I visited also the college at Woodstock, Ont., the pioneer in 1889 of manual training in Canada, Here the department is optional, and a fee of $9.00 a year is charged to cover the cost of material. The object of the course, from the college standpoint, is purely educational—to develop the boys' practical nature; the boys take it because they like it and because they find it will be useful to them in after life. No attempt, however, is made to produce articles for the market or to teach a trade. The department is in charge of Mr. D. K. Clarke, B.A., who is also modern Languages Master and who acquired his knowledge of manual training after he had graduated—both facts suggestive to the Ontario High School Master. The course given in outline below, is taken daily during the regular school

hours, the periods for the first and second years being each three-quarters of an hour, and for the third an hour :

First Year.—Drawing, Freehand, Practical Geometry and Perspective, drawing to scale all shop exercises, Carpentering, Woodturning, Construction

Second Year.—Drawing, Object Drawing, Mechanical and Industrial Design—Joining and Turning in hard and built-up woods, Pattern-making, Wood-carving.

Third Year.—Mechanical and Architectural working drawings, Blacksmithing, Forging, Welding, Tempering, Brazing.

Machine Work, Chipping, Scraping, Filing, Planing, Milling, and Lathe Work.

Mr. Clark tells me that the time devoted to the subject in no wise impairs the character of the students' other work, but that, on the contrary, they take a higher average than the rest of the school. It is found also that careless boys often become interested in the subject and that this interest produces a general improvement in their other class work, and, what is more important still, in their conduct. This conclusion is supported, I find, by the superintendents of the United States Industrial Schools, who testify to the beneficial effect produced by manual training in the moral regeneration of the criminal and his interest and advancement in other work. All this we might conclude *a priori* from Psychological laws, but the average citizen is more impressed by the evidence of their operation. Mr. Clark also adds—and this too is significant—that the students who take manual training usually remain at school for a longer period than the others. The average citizen, again, looks with suspicion on the testimony of the specialist as to the value of his subject. Mr. Clark's opinion is supported by others who are familiar with the evidence. The Principal and the rest of the faculty have always been unanimous in their appreciation of the value of manual training in their educational work, and the governors of the school have shown their appreciation in the most practical way, by spending about $10,000 in erecting and equipping a special building. Most of the evidence we have on this subject is foreign. We have here the evidence of a staff which has tested manual training for over ten years in our own Province.

Manual Training in the Grammar Schools.

From various causes, few of the cities I visited have even a fairly complete system of manual training ; that is, a system correlated, on the one hand, to the kindergarten and, on the other, to the industries. The most comprehensive I saw was in Chicago. As reported to me by Mr. Robert M. Smith, M.A., the very able supervisor in that city, there are 60 centres with 35 teachers. The statistics of the enrolment of the pupils taking manual training are as follows :—

Grammar Schools : Grade I. 1,400, grade II. 1,650, grade III. 2,800, grade IV. 20,000, grade V. 21,019, grade VI. 40,715, grade VII. 30,813, grade VIII. 24,916.

Manual Training High School, 632.

Besides these public schools there are also private institutions. The Chicago Manual Training school was established in 1883 by the Chicago Commercial Club and has recently been transferred to the University of Chicago. This was the first school of the kind in the western states. It is of the High school grade, charges high fees, and is attended by 280 pupils. The other, the Jewish Manual Training school, in the "Ghetto" of Chicago, is maintained by subscriptions. Its building and site cost $91,250, with accommodation for 650. It is attended chiefly by the children of poor Russian Jews and is of the elementary grade, corresponding to the Hebrew Technical Institute of New York, which I will describe further on. Manual training is also taught in the Dewey Grammar school, a sort of experimental elementary school associated with the Department of Pedagogy of Chicago University. There and in the Chicago Institute (under Col. Parker) I found some of the latest phases of this and other educational movements.

All the other cities I visited had manual training in some part of the system, but in some, as in Albany, and Providence, it is confined to the High school, and in others, as in Utica, to the Grammar schools. In the Boston Grammar schools wood-working is confined to the 8th grade of boys, with a total of only 2,126. The cost has been the chief obstacle in all these cases ; for, although wealthy, the populous centres have many other demands upon them. In Providence, for example, both manual training and domestic art were given up in the Grammar schools on the establishment of the Manual Training High school. In Chicago, however, although, as Mr. Smith tells me, in times of

financial stringency, the local economists systematically propose to abolish the Manual Training department, the agitation has heretofore always ended in a greater extension of the system.

As in the High Schools, associated with Manual Training and often included under the same head, I found the Domestic Arts (sewing and cooking). These subjects being of evident utility are oftener found in the elementary schools than Manual Training. They are, of course, taken by girls, sometimes along with wood-work; usually in place thereof; but it is by no means uncommon to find boys also taking sewing and even cooking. I may add, in passing, that very properly, a course in cooking is a recognized part of the curriculum for M. D. in the Harvard Medical department. In the Grammar Schools the teachers of Domestic Art are women. So, too, usually are the teachers of Manual Training. In Boston, for example, there are 20 special female instructors in cooking, 40 in sewing, and 18 in Manual Training, there being 7 male teachers also of the last named subject. With our Ontario prejudices, it will seem strange that working in wood should be taught by women; but, as I have already said, this is naturally regarded by educationalists as the best feature of the organization. Most, indeed, of the elementary teachers I saw were women, and most of the students in Mr. Larrson's and the other training classes were also women. Sometimes the teachers take these subjects in addition to their other work, but in the larger cities and where the Grammar School is large, the teachers are specialized. The centre system in particular (the system adopted in Brockville, Ottawa, and Toronto) is found to be both effective and economical. In some other cities, the teacher goes from school to school; but, in the case of cooking and manual training, this entails considerable expenditure for accommodations and equipment. Of all the Grammar Schools I saw, the equipment and organization of the William T. Lincoln School in Brookline seems to me to be the best. It is under the principalship of a woman and showed every sign of being ably managed. It is exceptional in having not only the usual Grammar School equipment but also a physical and a chemical laboratory like those in our smaller High Schools. For Domestic Art it is also well equipped, Sewing and cooking are taught by special teachers, and its outfit includes a room for cooking and a well furnished dining room. In its two higher grades it is practically a High School. Probably the work there is as much as many of our Schools can attempt, and I accordingly give its programme. The average age of pupils in the ninth grade is over 15. The total time given Manual Training and Domestic Art in the Brookline Grammar School is 50 minutes a week in grades I—III, 60 in grades IV and V, and two hours in the higher grades. Latin and French, which are taken in grades VII—IX of the other Grammar Schools of the city, are not taught here, but more time is given to Domestic Art and Manual Training.

BROOKLINE GRAMMAR SCHOOL.

MANUAL TRAINING.

The Kindergarten, Gifts and Occupations:

Grade I. Selected Kindergarten occupations work in connection with other studies.
" II. Paper cutting and folding. Construction work in connection with number, language and history.
" III. Clay modelling and card board work.
" IV. Knife work with wood of two dimensions.
" V. Advanced work with knife and simple tools.
" VI. Mechanical Drawing, Models constructed from drawings with the use of suitable tools.
" VII. Mechanical Drawing, Projections of geometrical solids, working drawings. Advanced Sloyd and wood-carving.
"VIII. Mechanical Drawing, work of Grade VII continued. Designs copied and original wood-turning.
" IX. Mechanical Drawing continued. Bench work. Elementary Cabinet making.

As will be seen from the scheme which I give in Part II. of this report, drawing is also taken up in its other aspects.

DOMESTIC ART.

Grade III.—Use of scissors. Short seams. Basting, stitching, back-stitching, running, hem felled, versewing, overcasting, hems measured and finished. Supplementary work. Work-bag of checked linen.

Grade IV.—Three inch model of French seam. Mark name by stitching. Hemmed-on patch. Stitched-in patch. Supplementary work: White muslin apron with drawing string.

Grade V.—Oversewed patch used on lighter cloth. Darning stockings. Making button-holes. Supplementary work: Cooking outfit for sixth year, to be cut and prepared by girls of higher grade.

Grade VI.—General care of house; airing, sweeping, dusting, cleaning, care of beds, table setting, washing of dishes, care of fire, stove and lamps. Make truck measure; fold cloth for trucks; make gusset measure; cut and sew gusset in end of seam; sew gathered piece into a waist-band; button-holes and loops; sew on buttons with tape; whip and sew on ruffle; darning. Supplementary work: white cloth skirt.

Grade VII.—Water and its effect upon foods. Milk as a typical food. Fat in cooking. Experiments with albumen and starch. Cooking of eggs, vegetables and cereals. Bind white cloth sampler with thirty-five different models of sewing. Supplementary work: Diagrams for undergarments drafted from measurements; study different qualities of cloth.

Grade VIII.—Combinations of starch and proteid. Cooking of fish and meat, meat soups and gelatine dishes Yeast bread. Baking powder mixtures. Study flannels of different weight and their adaptation to different uses. Materials for stockings. Ginghams and muslins. Fine darning. Use of sewing machine. Supplementary work: Flannel skirt finished with slight embroidery; hem-stitched undergarments; Mexican work; lace work.

Grade IX.—Canning of fruit and jelly making. Plain pastry, cake, simple puddings, salads, frozen dishes. Invalid cookery. Shirt waist cut and fitted and made on machine. Dress lining fitted by the "art of pinning on." Dress cut, fitted and made. Hooks and eyes. Sewing on of braid, etc. Millinery begun. Notes taken of all lessons.

KINGSTON (ONT.) PUBLIC SCHOOLS.

Manual Training.

Here I give also the scheme for elementary Manual Training in the Kingston (Ont.) Public Schools, now partly in operation, and to be carried out before long in all its details. Cooking has not yet been added, but, no doubt, it will soon come. The undertaking is a modest one compared with that of the Brookline School, and should not be beyond the capabilities of even our smallest city and town schools. The cost here will not be the obstacle so much as the lack of competent teachers. A scheme like this, with elementary Sloyd in Form IV, should also be practicable in the larger centres.

FOR BOYS AND GIRLS.

First.

Junior Part I.

Holding pencil, drawing lines, stick laying, use of colored tablets for simple designs and borders, paper folding, sewing.

Senior Part I.

Drawing lines and combining them into simple geometric figures, stick laying, use of colored tablets paper folding, sewing.

Part II.

Freehand drawing, consisting of lines and simple objects, stick laying, use of colored tablets, paper cutting and folding, sewing, Nature study.

Second.

Drawing, freehand and object, paper folding and cutting into ornamental patterns, sewing, Nature study, leaves, their outlines, forms and surfaces, color work with crayons.

Junior Third.

FOR BOYS.	FOR GIRLS.
Freehand drawing.	Drawing, freehand and object.
Object drawing, freehand and with rulers.	Nature study from objects only, accompanied by color work with crayons.
Nature study from objects only accompanied by color work with crayons.	Sewing.
Cardboard work, cutting, scoring, folding into geometric solids.	

Senior Third

Freehand drawing.	Freehand and object drawing.
Object drawing with rulers and squares.	Nature study from objects with drawings.
Nature study from objects, with drawings.	Coloring of patterns and drawings.
Coloring of patterns and drawing.	Designs in water colors.
Designs in water color.	Sewing and making of simple articles.
Cardboard work.	
Chip carving and cutting.	

JUNIOR FOURTH.

Freehand drawing.
Object drawing with rulers and squares.
Geometric drawing.
Nature study from objects, with drawing and water color sketches, leading to simple designs for ornamentation and use.
Chip carving and cutting.

Freehand and object drawing.
Making simple designs.
Nature study from objects, with drawing and water color sketches.
Designs in water colors for ornamentation and use.
Sewing, cutting, and making simple garments and other articles.

SENIOR FOURTH.

As in Junior IV. Continued.

As in Junior IV. Continued

HEBREW TECHNICAL INSTITUTE.

A peculiar development of the manual training movement—the Hebrew Technical Institute of New York—deserves special notice. I had been advised to visit this institute as one which had grown up under adverse conditions and which accordingly presented some exceptional features. It happened to be a Jewish holiday when I visited the school, but, owing to the courtesy of the principal and another member of the staff, I had an opportunity of discussing the situation and of inspecting the building and the equipment. The school has been in existence over 17 years, and is supported by the voluntary contributions of the Jewish community. Until recently, none but Jews were admitted, but it is now open to all comers. So far, however, none but Jews have presented themselves. Tuition books, tools, are all provided free. To be admitted a boy must be over 12 years of age. The average age of the senior class is, I find, about 16, and, so far as I could ascertain, the academic standard corresponds to that of our public school 3rd, 4th and 5th forms. The school is peculiar both because it represents a lower grade than the Manual Training High School, and because it professedly partakes of the nature of a Manual Training School, a Polytechnic Institute, and a Trade School. As a matter of fact, though, its courses seem to me to differ from those of the Manual Training High Schools only in being of a more elementary character and in emphasizing the economic side of the course. In many respects the work resembles that done in the Toronto Technical (Evening) School as at present organized. During the first two years the pupils are instructed in those subjects that will be of use to them, whatever pursuit they finally choose; and, in the third and final year, they give special attention to that branch of work which is most agreeable and suitable to each. Some of the graduates of the school continue their studies in the higher Polytechnic and Engineering Schools; but the large majority eventually become skilled mechanics of various kinds, foremen in wood-working and metal-working shops and the different electrical industries, and draughtsmen in architects' offices and manufacturing establishments. Below I give its programme, as the courses are typical of another class of school and may prove suggestive in those localities in Ontario which may begin the technical work in the Public Schools and continue it into the High Schools.

COURSE OF INSTRUCTION.

The methods of instruction include recitations, lectures, laboratory practice, and shop work.

JUNIOR YEAR.

ENGLISH STUDIES.—Reading; Spelling; Definitions; Penmanship (vertical system); Language Lessons; Exercises in Composition and Letter Writing; American History; Elementary Geography; Map Drawing.

MATHEMATICS.—Arithmetic: Common and decimal fractions; denominate numbers; square root.

Geometry: Study of form; plane mensuration; inventional geometry.

APPLIED SCIENCE.—Properties of matter; elementary laboratory work; simple experiments in electricity.

Experimental chemistry; construction of simple apparatus at home.

MECHANICAL DRAWING.—Instruction in the elements of drawing; handling of instruments; exercises in the use of T-square and triangles; working drawings of joints and bench exercises; lettering.

FREE-HAND DRAWING.—Object Drawing: Solids with straight edges, single and in groups; sphere and cylinder: practical applications.

Decorative Drawing: Construction of rectilinear plane figures based upon the square: borders in Greek and other styles: practical applications. The circle, regular triangle, and polygon; simple rosettes; oil-cloth patterns; use of water color.

WOOD WORK.—Pasteboard models; uses of the bench and the chief wood-working tools; principal characteristics of woods; construction in thin wood, using the bracket saw; exercises with plane, chisel, saw, and other tools; joints and articles illustrating their use.

Middle Year.

English Studies.—Language Lessons; Composition; Letter Writing; Business Forms; Penmanship (vertical system).

History of the United States completed.

Biographies of eminent men of America, and its political and scientific developments.

Geography, completed; Map Drawing.

Industrial Topics; Study of Woods.

Mathematics.—Arithmetic, completed.

Algebra, taken up by those who finish Arithmetic before the close of the year.

Plane and solid mensuration.

Applied Science.—Physics; mechanics; heat; light; sound; laboratory work.

Electricity; laboratory work in static electricity and magnetism.

Mechanical Drawing.—Working drawings for bench and lathe exercises; geometrical drawing; projections and drawing as applied to machine-shop exercises; elementary architectural drawing; lettering; blue-printing.

Free-hand Drawing.—Object drawing: Cylinders; wheels; cones; vases; classic and modern forms; practical applications. Home lessons.

Decorative drawing: Conventional flowers and leaves; rosettes; borders; compound flower ornaments; waving and spiral lines. Ornaments based on practical forms; wall paper designs; water colors.

Wood Work.—Exercises in joining and constructive carpentry.

Lathe work: Centre work; face plate work; geometric solids.

Construction work: Joints; model of a window sash; model of a locked box.

Wood carving.

Metal Work.—Instruction in the quality and manufacture of brass and iron; use of the different chisels, files, and small tools; chipping and filing; speed lathe work; use of drill press, planer, and shaper.

Senior Year.

The student pursues all the studies of the general course, and, in addition, those of one of the four special courses.

General Course.

English Studies.—Grammar; American and English literature; essays; physical geography; industries and natural resources of the United States.

Talks on woods, metals, coals, building materials, and kindred subjects.

Lectures upon general science, illustrated by stereopticon views; upon the preservation of health; upon the duties of citizenship.

Mathematics.—Physical arithmetic as applied in the laboratory.

General review and final examination in arithmetic.

Algebra.

Plane and solid geometry as applied in the shops.

Applied Science.—Physics: Experimental mechanics; advanced laboratory work; construction of apparatus.

Electricity: Electricity and magnetism as applied to the telegraph, telephone, lighting, transmission and distribution of power.

Primary and storage batteries; electric heating and welding.

Chemistry: Lectures and elementary experiments; laboratory work.

The application of chemistry as in soldering, brazing, the making and use of varnishes, paints, oils, and insulating materials. Electro-chemical action.

Steam engine: Practical illustration in the engine room; boilers, pumps, and valves.

Mechanical Drawing.—Cabinet projection; working drawings for pattern making; working drawings for machine-shop exercises; architectural and machine drawings. Lectures upon machine designs and mechanics.

Free-hand Drawing.—Drawing from casts, flowers, and fruits; practical applications to decorative work; sketching.

Wood Work.—Advanced lathe work; pattern work, moulding and casting; cabinet work; veneering and polishing; construction work in carpentry.

Metal Work.—Elementary exercises on speed lathes; turning on engine lathe; planing; drill press exercises; gear cutting; tool making.

Special Courses.

(*a*) Mechanical Drawing, Two Hours per Day.—Parallel and angular perspective; architectural drawing; foundations; piers and walls; floors, roofs, and stairways; structural iron work; round writing; artistic lettering; tinting.

Machine drawing: Isometric and cabinet projection; wheel gearing; boiler settings; details of steam engine and dynamo; details of special machines, assembled drawings.

(*b*) Wood Working, Two Hours per Day.—Advanced pattern making at the bench and lathe; moulding and casting in lead; carpentry work; cabinet work; wood carving.

(*c*) Metal Working, Two Hours per Day.—Machine work: Building some machine or apparatus, as speed lathe, dynamo or galvanometer; thread cutting, inside and outside; use of milling machine; reaming and boring; making taps, chucks, and face plates; gear cutting; tool making.

Tempering and grinding tools; die sinking; forging.

(*d*) Practical Electricity, Two Hours per Day.—Lectures and recitations two hours per week.

Experimental work: Electro-magnetism; primary and storage batteries; dynamos and motors; electrical measuring with amperemeter; voltmeter and Wheatstone bridge; electrical testing of dynamos, motors, and arc lamps; construction of apparatus for use in demonstrations and experiments.

Trade Schools.

To the trade schools I gave no special attention. So far as I could ascertain, there is no systematic provision for them outside of the State-supported industrial schools for criminals. They are the outcome of private effort, occasionally helped by State and municipal grants. The State of Massachusets, for example, has a standing offer of $25,000 to any city or corporation which will establish a textile school under certain conditions. As I have already pointed out, evening trades' classes are associated with some of the manual training and higher technical schools. There are also such special or monotechnic schools as the Lowel Textile School and the textile school recently established at New Bedford (Mass.) which teach the theory and practice of cotton manufacture, the construction and operation of the machinery, and the artistic principles involved in the production of desirable and ornamental fabrics. These are intended for pupils who have taken the grammar school course, and are maintained in connection with the local factories. Other similar schools are the Rhode Island School of Design (Providence) for artisans, with courses in drawing, painting, modelling, and designing, supported by subscriptions and small grants from the city and the State ; the Franklin Institute (Philadelphia), an endowed school with courses in elementary mathematics, drawing, and naval architecture ; and the New York Trade School. The last mentioned may be taken as the best type. For the following particulars I am indebted to Mr. James Russel Parsons, junior, Secretary of the Board of Regents, Albany : Total annual expenditure $37,266 ; a staff of 30 instructors, with about 600 pupils ; a merely nominal fee which meets but a fraction of the cost. Evening classes in bricklaying, plastering, plumbing, electrical work, carpentering, house painting, steam-fitting, fresco-painting, blacksmiths' work, tinting, sign painting, sheet-metal cornice work, and drawing. Day classes : Plumbing, house and fresco painting, sign-painting, sheet metal-cornice work, bricklaying, plastering, carpentering, steam and hot-water fitting, and electrical work. A certificate is given to those whose work has been satisfactory. The school is liberally endowed by private philanthropy.

The report of the United States Commissioner of Education does not give the trade schools separately. They are enumerated with the manual training schools, and the list is admittedly incomplete. Certainly, however, there is no such development as we find in Germany, and they owe their existence and maintenance chiefly to private enterprise. The trade school is comparatively new to the United States. It has been long established in Germany, where its existence is due as much to the character of the people as to their economic necessities There a boy's career is usually marked out for him from the first. If his father is a workman, he becomes one, too, or he follows the trade of the locality. And he usually remains a workman ; his chances of rising are few. In the United States there is no such fixity ; it is foreign to the genius of the people, and the intelligent boy has "all the world before him where to choose." As has been well said, "In Germany society is stratified horizontally." There, too, the technical system has for its object better economic production. The theory in the United States is that the advancement and development of the individual are the main objects ; the economic one is secondary.

Normal Training Institutions.

An account of manual training in the United States would be incomplete without a reference to that very important branch—the professional training of the teachers. The wholly erroneous theory that, to make a good manual training teacher, all that is needed is intelligence, and the technical skill of the mechanic has, in some localities, brought discredit upon the department. Technical skill, although to a certain extent essential, is really not the most important qualification. The teacher—the elementary teacher in particular—must be an intelligent and trained student of the laws that govern the healthful growth of the young body and mind, and be able to determine and apply the best means of training the creative faculties in accordance with these laws. The skilled mechanic is very generally a failure, especially with young children. We might infer the truth of this proposition *a priori*, but, in the experience of some localities in the United States, we have have had a practical demonstration. The poor work I saw—and

I did see some very poor—was always by this class of teacher. Manual training is an educational subject; and, to secure satisfactory results, the men or the women who teach it must have a good general education and professional training as well as the necessary special knowledge and skill. With an added special course (take the case of Mr. Clarke, of Woodstock, for example) the trained teacher can do this work also, and so remove what is often the chief obstacle in the way of introducing a new subject.

As I have already said, the Drexel Institute provides normal classes in manual training, and in domestic art and science; and the Pratt institute, in the latter. The two best of the other training schools I visited were the Sloyd Training School, of Boston, under the principalship of Mr. Gustav Larrson, and the Teachers' College of Columbia University, New York. In the latter as well as in the Framingham Normal School, Mass., there are also normal classes in domestic art and science. But, notwithstanding this and much other provision for training teachers, there is still a great dearth owing largely to the rapid progress of these departments.

The Sloyd Training School was established by Mrs. T. A. Shaw in 1888. It represents private experimental work in the interests of education and offers free instruction to teachers in mechanical drawing and wood work, and in the pedagogical bases of the subject. Connected with the training school proper is a room for classes of children (the building is one of the city "centres") which provide opportunity to the normal students for observation and practice. Mr. Larrson's system—the system, indeed, which has survived in the Boston grammar schools, and is most prevalent in the States—is known as American Sloyd, and he himself is recognized, I believe, as its best practical exponent in America The Teachers' College is the professional school of Columbia University for the study of education and the training of teachers. It takes academic rank with the schools of law, medicine, and applied science. Its course is a very full and comprehensive one, and its buildings and equipment are amongst the finest I saw—certainly the finest for normal school purposes. For this faculty, the University grants diplomas, but no degrees as yet. Special features are its Fellowship and Scholarship fund of $5,750 annually, and its loan fund for needy and worthy students. Its fees, however, vary from $100 to $150 in the manual training department, and from $75 to $150 in domestic science and art. Connected with it are two schools of observation and practice—the Horace Mann School (with higher fees) for observation only, and the Experimental School, attended by grammar school pupils, for observation and practice. Both schools have kindergartens (3 years to 6) and a grammar school department, while in addition the Horace Mann School has a High School, with a four year's course, and the Experimental School is a centre for instruction in sewing, cooking, and manual training. The pupils of both schools take the classes in manual training and domestic art. Here, as well as in Mr. Larrson's school, the normal courses for teachers of elementary and of secondary schools are each of two years; but the time may be abridged in the case of students who possess exceptional ability.

What Mrs. Shaw has done for manual training in Boston, the late Mrs. Hemmenway, of the same city, did for domestic science and art. The Boston Normal School of Cookery was founded by her in 1887, and maintained till 1898, when her trustees transferred it to the Framingham Normal School, situated about 25 miles from Boston. Here a large handsomely furnished room is devoted to the cooking department, and the subject is made a prominent feature of the curriculum. The girls in the 8th and 9th grammar grades of the town come to the school once a week for lessons in cooking. These grades are broken up into a number of classes and are taught by the seniors, each having charge for a year and being assisted by the juniors, who in this way have a year's observation and practice to prepare them for assuming the full management in the second year. The practical part of the work I found especially instructive. The students do the marketing in the town, and even in Boston, where they also visit the kitchens of some of the larger hotels. Economical buying and a good knowledge of material thus go hand in hand with the ordinary school course. Indeed, what is especially noticeable in all the American schools is the eminently practical character of the courses. In Framingham there is also a manual training department which follows the Sloyd system and in which all the seniors must spend some time each week. I saw nothing in this Normal School which we should not be able to secure at once in our Normal College, and before long in our Normal Schools

From the preceding account of manual training and technical education in the United States, it must be evident that the provision therefor is, in some respects, strikingly different from that of Germany, which I have already described. In the United States the apprenticeship system has almost entirely disappeared. In Germany it is still in existence, reinforced by compulsory supplementary training of an elementary general as well as technical character. In the United States, where education is a matter for local control, there is no general system of technical education, and what there is is still in its beginnings, and, in some important respects, both opinion and practice are yet unsettled In Germany, on the other hand, where the state has full control even when it gives no grants, there is an elaborate and well organized system of intermediate and higher technical education which has existed for over a quarter of a century. And what is equally important, Germany differentiates the general from the technical; the United States does not. Both systems are of course the natural products of the different conditions and the different characters of the people.

The Situation in Ontario.

For a year or so there has undoubtedly been a well marked, though limited, movement in this province in favor of domestic art in our schools and, to some extent, in favor of manual training. This is probably due as much to the widespread feeling that, in some respects, our courses are not practical enough, as to the progressiveness and liberality of individuals. A further impetus has been given to the movement in favor of manual training by the efforts of the Ontario Manufacturers' Association to secure a share of attention for the industrial interests.

So far as I know, no important provision has been made in Ontario for instruction in the household arts except in the Ontario Normal School of Domestic Science and Art in Hamilton (opened in 1900) which we owe to the energy of Mrs. Hoodless of that city, and the Victor School of Household Science and Art in Toronto, which was established by Mrs. Lillian Massey-Treble, to whose munificence the city is indebted for what is undoubtedly the finest school of the kind I have seen. Both of these schools provide special courses for teachers as well as for all other classes of students. These courses, so far as I can judge, are at least the equals in every way of the best in the United States. Sewing is, I believe, taken up in a few of our public schools, but as yet to only a very limited extent. To Sir William MacDonald of Montreal, the generous benefactor of McGill University, Ontario owes the manual training department of the public schools in Brockville, Ottawa, and Toronto, all of which (with others in the other provinces) he has equipped and proposes to maintain for three years as an object-lesson to the people of Canada. For some years the Kingston Board of Education has had carving and some other simple forms of manual training systematically taught in its public schools by a specially trained teacher. Last year it established also a manual training department in its Collegiate Institute, and a similar department is under weigh in connection with the Public Schools and Collegiate Institute of Brantford. Here I must include the manual training department of Woodstock College, so far the best equipped of the class in the Dominion. We have also, of course, the mechanical and industrial departments of our Art Schools, but the courses there lack the vitalizing elements of the manual training schools. Of evening classes of a somewhat technical nature, we have a very few, the result of voluntary effort in one or two of our cities. There are, I find, only two such classes in connection with our Mechanics' Institutes. But, from financial and other causes, all these are as yet an inconsiderable factor in provincial education. The most important institution in this connection is the Toronto Technical school, established and maintained by the city of Toronto. As I will refer to it further on and as it should eventually become the leading intermediate technical school of Ontario, I submit a statement of its accommodations, equipment, and courses. I visited it last month with Dr. McMaster, the principal, and am indebted to him for particulars. The cost of the building and its equipment will total about $83,000. It contains as follows: 17 lecture and demonstration rooms, with ample provision for drawing and modelling, 3 lecture rooms for chemistry, mineralogy, and domestic science, with 26 other rooms, waiting rooms, private rooms, store rooms, etc., and a salesroom for students' supplies. The heating and ventilation are excellent, but the position of the windows and the size of the corridors might be more suitable. Al-

though it is the old building of the Athletic Club remodelled, the work has been surprisingly well done, and the accommodations compare very favorably with those of most of the United States manual training schools. At present it has a staff of thirteen teachers and provides only evening classes for artisans and others. There are now 1,128 on the roll. Applicants must be at least fourteen years of age and must possess a working knowledge of the elementary public school subjects, but the grading in the school is based on their mathematical attainments. The work is arranged in the following departments : (1) physical science, (2) mechanic construction, (3) architecture and building construction, (4) chemistry, (5) industrial design; with special courses in (*a*) domestic science and art, (*b*) mineralogy, geology, and metallurgy, (*c*) electricity, steam, and gas engines, (*d*) clay modelling. The accommodations and equipment of this school differ from those of similar institutions in the United States in having no "shops," or mechanical laboratories.

This is all of importance that has been done so far for elementary technical education in this province, and the attendance more than justifies the provision. As a further proof of the necessity of extending the system of technical evening classes, I may add that I have been informed in various trustworthy quarters that the International Correspondence Schools of the United States do a "roaring trade" with the young mechanics of our cities and towns. Indeed, in my inspectoral work I have occasionally come across the agents of these institutions in the hotel sitting rooms, surrounded by young men from the local factories who were arranging for their courses. Whether these correspondence schools can be made to take the place of technical evening classes where such are not available, is still a question unsettled from the educational point of view. But there is no doubt of their financial success. The oldest of them is said to have no fewer than 200,000 students on its roll, with thousands from Ontario ! Nor, with such a showing, can there be any doubt as to the necessity of supplementary technical training for artisans.

As to Trade Schools : The only real one we have in Canada is the Canadian Horological Institute, under the direction of Mr. H. R. Playtner, who opened it in Toronto some years ago. The school occupies a flat, and the building is well lighted and convenient. About $5,000 has been spent on the equipment. For young men with some experience there is a one year's course and the fee is $165 or $180. A full course for those without experience is two years ; the fee being $330 or $360. The school has sometimes an attendance of about 30—there were 16 present when I visited it—and its efficiency is vouched for by competent judges and the success of its pupils. There are also in Toronto, I believe, two private schools for opticians, one in connection with a manufactory ; and in St. Thomas the M.C.R. provides evening classes for its apprentices.

In the highest work of a technical system this Province has made a good beginning in our School of Agriculture at Guelph, and our School of Practical Science at Toronto, both state-maintained institutions. Queen's University, Kingston, has a faculty of Applied Science (with "shops"), and a School of Mines ; the latter being partly state-supported also. The students of these schools are in much demand and there is an overflowing attendance. Everything points to the necessity for further developments along these lines.

THE ECONOMICAL AND THE EDUCATIONAL ASPECT.

But my report is concerned mainly with manual training in its relation to primary and secondary education. As the question has been presented to us in Ontario, it has two aspects—the economic and the educational one, the former being in the minds of most by far the more important. The problem we have now to consider is : What can we do to improve the condition of our industries and at the same time to secure a needed change in our system of education ?

As to the economic aspect, in order that my report should deal with facts, so far as I could ascertain them, I requested the high school principals in the manufacturing and other centres of population to investigate the situation in their localities. I have received answers from about forty-five. In many cases definite numbers were not given ; but enough was given to show the situation. In the case of Ottawa and Toronto, owing to their population and the variety and number of the manufacturing establishments, I have been unable to obtain any definite particulars, but I have obtained enough to justify me in concluding that the conditions there are largely the same.

The general conclusions I draw from the answers are as follows:—

1. Under present circumstances, extremely few High School pupils from any of the forms—not, I believe, 5 per cent. of the total attendance—enter the manufacturing establishments in any other capacity than that of clerks or office hands

2. Of those that enter from the Public Schools, and they are quite numerous in the manufacturing centres, with few exceptions they go from the fourth form, and in many—most, I fear—of the localities outside of the largest centres they leave school before they have completed the studies of the form. Such pupils are often reported as remaining at school only until they are old enough to begin work. The following illustrates the situation: In Hamilton, four left the Collegiate Institute last year for the factories; 140, the public schools (not including those from the separate schools); in Toronto Junction, of those now in the factories, 19 are from the high school and 129 from the public schools; and in Lindsay 90 per cent. of all the hands have come from the public schools, the remaining 10 per cent. being about equally divided between old countrymen, and Canadians who have had a short course at the Collegiate Institutes.

3. Manufacturers generally, having in view, of course, the industrial aspect of the question, favour the introduction of manual training into the public and high schools. Some of them hold that we shall then retain the pupils longer in our schools, and thus supply a better educated and more useful class of workmen. Many complain of the lack of education and trained intelligence of the boys and girls that come to them. We have provided in our high schools for the preliminary training of professional men, and we undertake in our bookkeeping, our stenography, and our typewriting, to prepare boys and girls for the merchant's office. The latter provision is, of course, technical. To be consistent, they hold we should recognize the industrial occupations as well, especially in view of our enormous natural resources and the increasing importance of our manufactures. In order to show their appreciation and zeal, some of the manufacturers are prepared to give the preference in employment to those pupils who have had this kind of training

OPINIONS OF ONTARIO PRINCIPALS.

I quote a few passages from some of the answers I received, which show the general situation.

"The manufacturers seemed to think well of manual training, one furniture man saying that a course of wood-working would keep away from him some that can never learn his trade. Another in the same line said that the boys he employs are in many cases hampered by their imperfect knowledge of fractions. As the boys are usually about fourteen when taken on, the question arose why did they not know fractions? The answer was that they had left school years before and had been hanging about home. Mr. Cairnes said that in cutting out gloves what he mainly wanted was intelligence, showing me how a former pupil of mine cut 785 sq. in. of gloves out of a skin which was reckoned enough for 752 inches, while a bad or rather a stupid hand got 44 inches less than had been expected out of a somewhat larger skin.

Few of the manufacturers seemed to have any idea to what extent they employed Public or High School pupils. Many workmen here are Germans or Poles who came grown up. Largely, boys are set to tend machines.

As said before, manufacturers favor manual training, and drawing to scale. The Public School principal thinks that the time could be spared if the Entrance Examination with its excessive memorizing, were done away with. To me it seems a question turning mainly on the readiness of the Provincial Government to pay expenses. High School boards are hard enough put to it already for funds."—*Prin., Berlin High School.*

"About 30 per cent. of the boys who enter the High School, attend about one or two years and then find employment in the factories of the town.

A considerable number of boys from the Public School never enter the High School but find employment in the factories. These boys either run machines or act as assistants to men who run the machines.

About 20 per cent. of the boys from the Public School never even enter the senior fourth class. After discussing the question with our manufacturers, the principal of the Public School, and some members of our Board of Education, I do not hesitate to say that manual training in our Public or High School is quite practicable and desirable. If some of the subjects now on the school course, which are of no *practical* value to these boys, could be dropped and manual labor substituted in their stead, I think we would be able to hold many of these boys and girls one or two years longer at school. This in itself would be worth much to them. If this change in our school course could be effected, the large number of unskilled laborers which we now have, would be replaced, in time, by intelligent master workmen who would have a 'why for every how.'"—*Prin., Gananoque High School.*

"All of the proprietors thought that manual training should be taught in the schools, so that boys might, at an early age, say at 13, begin to acquire skill and knowledge of tools and machinery. After such a preliminary training they could more intelligently decide what calling or department of work to follow. A course of this kind would also keep the boys longer in school, and their literary training might go on simultaneously with the mechanical drills.

Mechanical drawing was warmly advocated."—*Prin., Chatham Collegiate Institute.*

"I have had many requests from boys just entering the Collegiates to be allowed to dispense with some of the obligatory subjects and take electricity and some chemistry, but on account of the regulations I could not allow that. I sometimes think that when a boy enters the C. I. and has only a short time to remain, and knows that he is going into some electrical works, he should be allowed to take a course that would more directly fit him for the object he has in view."—*Prin., Guelph Collegiate Institute.*

"A school for manual training would be popular in Galt and would be well attended. Parents would be able to find out whether a child has any liking or aptitude for a trade, and manufacturers say that such apprentices would be more intelligent and would not waste so much material. No greater boon could be given to this district. It is only a question of funds.

The question of opening a school for the teaching of Domestic Science in Galt is to be discussed within a few days by a joint committee from the Collegiate Institute Board and the Public School Board."—*Prin., Galt Collegiate Institute.*

"The boys from the High Schools rarely learn a trade. The employers say they often come from the street, having driven wagons, etc., after leaving the Public Schools. I believe working in wood, metal, with drawing, eminently practicable; moulding is of less value. All the great employers, as Leonards, McCleary's, Yates of London Tool Co, are enthusiastic about the matter. They would give the positions to boys who had taken the course in preference to others. They are very desirous of obtaining a more intelligent class of apprentices. There is a strong feeling among the manufacturers in favor of Manual Training. They think it should be in connection with High Schools, as boys should begin about 12 years of age. London is largely a factory town, and our High School is doing very little for those entering into trades."—*Prin., London Collegiate Institute.*,

"The manager of the Sylvester works is very strongly in favor of having manual training in the Public Schools. He thinks it could be begun in a simple way and gradually lead to more difficult work, and that the young mechanics of this country would be worth two or three times their present value if they had some training in school. He says that very few of them will go to Technical Schools after they have left school and have been at a trade for a few years, and that in consequence the ordinary factory hand knows only enough to run his own machine. He thinks this would completely change if manual training were taken up in the Public Schools. The Chairman of our Board has given some thought to this phase of education and thinks that the Government should establish for trial in a number of schools in the larger towns manual training as a feature of the Fifth Form work of the Public Schools."—*Prin., Lindsay Collegiate Institute.*

"In answer to your inquiries as to the practicability of introducing a Technical Education course into our schools, we would say that we have greatly realised the need of it. We find that as a rule our apprentices come from the Public Schools, and have no idea at all of the different branches of our trade, viz., cabinet making, carving, finishing and upholstering, and for some time are of little or no value. Consequently their wages are small, and this brings us an inferior class of apprentices. If they had been taught even the first rudiments of their trade, they would be far more valuable to us, and we could afford to pay them higher wages; and this would overcome a great drawback in developing our manufacturing industries. Such a course in our schools would no doubt bring to light great abilities in mechanical lines now lying dormant."—*Letter to Prin. C. I., Ingersoll, from the Ellis Manufacturing Co.*

"The apprenticeship system has almost passed away and manufacturers find it harder to secure boys for shop work than formerly, though there is no lack of boys who wish to take up office work. Several gentlemen assured me that boys with a good English education such as a High School gives, could earn more and advance more rapidly in the shops than in the office. Indeed, one gentleman, who employs between 400 and 500 men, told me that all his foremen are Americans.

There is general feeling among the manufacturers I visited, and the Public School authorities I saw, that a course of Manual Training in the schools would be productive of much good, in turning the attention of boys away from the professions and directing them to the manufactures, where, it is stated, most of the prizes now lie. Most of them emphasized the value of a sound English education, coupled with a knowledge of the uses of tools, and the ability to apply that knowledge in practice. All thought the High School the place to give Manual Training, as the Public School pupil is too immature to profit by it. That a course in Manual Training would attract pupils to the High School, I have no doubt. That such a course could be added to the present curriculum, I have no doubt. The chief difficulty in establishing such a course would be in inducing Boards to spend the money necessary to put up the requisite buildings and equip them properly."—*Prin., Woodstock Collegiate Institute.*

"I have consulted with the superintendents of the various manufacturing works as to the education and knowledge that a boy should have in order that he may become an expert workman. The answers are briefly summarized in this way: In constructive works, apprentices should have ability to perform the simple operations of arithmetic with quickness and accuracy; they should also have command of algebra, trigonometry and geometry as they are applied in the practice of mechanical and physical work, and should know thoroughly the physics of machinery, and mechanics. Mechanical drawing, inclusive of free-hand, is also a necessity. A knowledge of tools, their adjustment and uses, such as comes from practice with them, and an acquaintance with common machines, their method of working, their driving, gearing and adjustment will prove of great service to the boy, and will be a means of hastening his promotion to positions more lucrative both to him and to his employers.

In the textile works, the remarks about machinery and tools also apply, but the mathematics are not so important unless the boy wishes to learn the machine shop practice which is now a part of most large factories, in order that he may be able to repair or alter pieces that require such attention."—*Prin., Kingston Collegiate Institute.*

"The one great complaint I found among the manufacturers and master mechanics was the need of better educated boys to learn the trades. Mr. Patterson, Superintendent of the G.T.R. shops, showed me a package of answer papers he had examined, and, though the candidates were over 15 years of age, their

attainments were of a low grade. In every case the employers complained almost bitterly of this lack on the part of their apprentices. I was told of a boy who had difficulty in writing his own name. In another case the employer found that one of his men—a comparatively young man—could not read. In many instances, boys are found who read and write with much difficulty.

"Whether the conditions will be found the same in other centres as they are here I am not prepared to say, but it is a deplorable fact that boys should begin their life-work so poorly equipped as I find them. There can be no doubt that parents who intend their boys to become mechanics, and as a consequence the boys themselves, place very little value on a fairly good education. The argument is urged: 'My son is to be a mechanic; of what advantage will it be to him to get more than the merest elements of an education?' To assist in remedying this state of things seems to me to be the prime duty of our secondary schools; to recognize in our system the need of preliminary training for those boys who are looking to the trades for an occupation; to increase the intelligence of the mechanic by keeping boys who are to become blacksmiths, carpenters, &c, longer at school than they remain at present; and to give them considerable scientific and some practical acquaintance with the subjects to which they are to devote themselves."—*Prin., Stratford Collegiate Institute.*

I submit also the opinion of one of our ablest and most experienced Principals: he sounds a note of alarm that deserves attention:—

"In the lower grades of the P.S., where both girls and boys do the same work, paper work, drawing, carving, I suppose it could be done here as well as in Toronto. After that, when boys and girls have to be separated, the difficulty is the expense. A new room for each would have to be built, and a teacher of carpentry, and a teacher of domestic science engaged. It seems to me the same difficulty would present itself in the High School. There is not a vacant room in either High or Public Schools. In fact, the trustees may have to build new rooms for Public School accommodation this year. Many grumble at the expense of the schools now. I am sure the addition of manual training such as will be of any real use, will largely add to the burden. There is no doubt it can be done, if people will stand the expense.

I may be wrong—I have never seen manual training or domestic science taught—but it does seem to me the world is demanding more and more of the teacher every day. Where do the parents come in? Have they no responsibilities any more. What are the mothers of the land doing if they cannot teach their little daughters sewing, cooking, &c.? Do fathers no more teach their boys to make little articles? It seems to me the age is an age of *babies* that have to be *taught everything*. Cannot they do anything themselves? Is the whole responsibility to be thrown on the teachers? We are to teach them religion, so say the preachers; teach them to cook, sew, scrub, iron, &c., say Mrs. Hoodless and her followers; if a Toronto judge finds a bad boy, the teachers are not doing their duty, &c. Where does the parent come in?

Another difficulty is the different employments carried on in our towns. In Germany and England and some of the cities of the United States the whole population is employed at one trade, glove making, shoes, weaving, &c. It is an easy matter to furnish training for one particular trade, but what can technical training do in a town like this?

In industrial schools manual training is excellent and indispensable; in large centres of population both manual training and and technical schools are possible, but I fear not in our small towns."

As to the educational aspect generally: Most of the High School Masters and the Public School Inspectors and other educationalists in Ontario with whom I have corresponded or discussed the subject, are in favor of giving domestic art and manual training a place in our school course, provided always that the obstacles which I will discuss further on—the initial cost, the lack and cost of teachers, want of accommodations, the already crowded curriculum, examination pressure—can be satisfactorily overcome. There are, of course, some educationalists and others so imbued with the spirit of the old humanities, that they can see no value in this training. Some, not without reason, dread the taint of commercialism and the impairment of our present system. Others again, sometimes through thoughtless prejudice and often through self-interest, deride the whole subject. We may hope, I trust, that there will be no just ground for the fears of the former. As to the latter, like the poor, they are always with us.

RECOMMENDATIONS.

In view of the situation in this province I have to recommend:—

(1) That, for educational purposes, manual training, including instruction in domestic science and art, be placed on a par with the other subjects on the programme of both the high and the public schools. These subjects should, of course be optional; for it will be many years before public opinion and our resources will justify the action of Massachusetts with its obligatory law. Here I should say that, in the large majority of schools, the only available form of manual training will be drawing; and, as I will point out further on, the course in this subject should be enriched and amplified, to develop more fully the aesthetic sense and to meet our economic requirements.

(2) That, for economic purposes:

(*a*) A system of evening classes for artisans and others be organized and put in an effective condition. For the actual mechanic, this provision would always be an important one.

(*b*) That provision be made in our high school regulations for extending the educational manual training into courses of a technical or semi-technical nature, forming departments in our existing schools, but taken, when possible, in separate high schools And all such provision should be of flexible character, so that, as the character of our cities and towns becomes differentiated from year to year, school boards may adapt the details to local conditions; but no such provision should fail to recognize the paramount importance of a good academic education in English, Science and Mathematics.

An important proviso I must add—and in view of my experience and of my knowledge of the situation I cannot emphasize it too strongly—*the Education Department should sanction no provision for manual or technical training of any kind at the expense, even at first, of our existing courses* Notwithstanding all that can be said in behalf of the practical, the claims of the academic must always be paramount.

The German system of education, as we have seen, draws a sharp line of demarcation between general and technical education, and, consequently approaches closely to what an ideal system should be. The better the division of labor, the better the product. But Ontario is not a wealthy and populous community, and in many respects she resembles the United States more closely than she does the German Confederation. The American system, which connects the educational manual training of the elementary classes with the technical training of the High School is within our reach and likely to suit our conditions.

A few words as to the order of urgency. As is shown by the answers I received from High School Principals, even from the utilitarian point of view it is the Public Schools that should first and chiefly engage the attention of the Education Department. This is the source whence come most of those who enter the manufactories The supply often produces the demand, and the High School also deserves attention; but it is to the Public School, for some years at any rate, that we must look for most of our artisans. Every educational consideration also enforces this view. Psychology tells us that it is when the child is in the formative stage—when he is in the elementary school—that the development of all the motor centres of the brain should be begun.

But we cannot expect much at first and it would be most unwise to force the pace of public opinion. The new subjects were introduced into the United States nearly a quarter of a century ago, and, though good progress has been made, what has been done is meagre compared with what remains to do In Ontario all we can expect for some years is sewing in most of our Public Schools, and cooking in the cities and towns; both being continued in some of the High schools. Manual training we may have, sometimes of a simple character, in our city and town Public and High schools, with technical extensions in a dozen or so of our largest High schools and Collegiate Institutes. A separate Technical school I do not believe feasible at present in any other place than Toronto. In its Technical school, now for evening classes only—we have the potentiality of a first rate institution. With a wing added for more teaching class rooms, "shops," and an assembly hall, a completed equipment, and effective staff, and one or two additions to its courses, we should have at a cost easily within the capabilities of the municipality, a technical day school inferior to few in the United States. The city cannot long ignore the need of such an institution or the inexpediency of maintaining its costly building and equipment for evening classes alone. The much needed reorganization of the Toronto school system would also most surely follow the establishment of such a school.

The proposal occasionally made to turn some of our High schools into Technical schools is one which, I think, cannot be entertained. Technical education is needed chiefly in the larger centres, and in them as well as in the smaller ones, what the public value most is a general education and courses for business, for the professions, and for teachers' certificates. As I have already said, we should have a separate Technical school in Toronto. In all the other cities, undifferentiated High schools are maintained. Specialization such as we find in the States, has not yet set in. Nor would any of the smaller centres be willing to have the programmes of their present High schools curtailed. The work done by some of the smaller schools hardly justifies the expenditure upon them; and yet, during the past twenty years, only one locality has given up its High school. For a system of Technical education we must for years look to some such scheme as I have proposed.

The question of the Trade school we may disregard for the present. Its maintenance by the Legislature, either in whole or in part, cannot now be a question of practical politics. Indeed, only in Toronto, could such schools be possible. Elsewhere, in the smaller cities and towns, our manufactures have not yet become specialized as they are in England, Germany, and some parts of the United States. Trade schools in our smaller centres would be an impossibility. When, owing to increased resources and the development of our manufactures, this problem presents itself, private enterprise in Toronto, as well as in the States, has already shown us one way in which it may be partly solved. Besides, every year the question becomes of less importance. Every year sees a greater specialization of machinery. Even now a boy can operate a machine which does the work formerly done by over a hundred men; and the artisan of the future will be best equipped if he begins his work after his intelligence has been developed by Manual Training, and above all by the ordinary academic courses Capability and adaptability will be worth more than the mere skill of the expert.

THE OBSTACLES.

But, as the answers I received from Principals show and my own experience as Inspector leads me to believe, there are very serious obstacles in the way of the introduction of Manual Training into our school system. Apart from difficulties arising out of our present organization, which I will discuss in the second part of my report, and which I may say, are, I believe, not insurmountable, there are two main obstacles—the cost and the want of competent teachers.

(1). As to the cost. For sewing all that is needed is competent teachers; but, for cooking and manual training in wood and iron, special equipment and separate accommodation are needed as well. As to the equipment: I submit a conservative estimate of the cost of a room filled up in good style for a class of twenty in cooking: this number, Miss Norris, the Principal of the Toronto Victor School, to whom I am indebted for the estimate, regards as the largest a teacher can manage efficiently at one time:

20 desks, each fitted with full length drawer and stand; $6.00 each (set up)	$120 00
20 stools with rubber tips, 60c. each	12 00
1 dish and utensil cupboard, 7 feet 6 inches long and 7 feet high, with seven drawers, 5 sections, shelved	40 00
Utensils and dishes	75 00
1 Range with warming closets	35 00
1 sink iron enamelled with back	15 50
2 sink tables, $4.00 each	8 00
Linen for towels	10 00
	$315 50

Cupboards to be ash; desk and tables, ash body, birch top; bunsen burners and a number of minor necessities are omitted. Refrigerator not included. No provision for children's aprons are mentioned, as such provision may or may not be needed.

In a good many cooking schools I visited, there were several ranges—one for coal; one for gas; and, occasionally, one for electricity; the object, of course, being to accustom the pupils to the different kinds.

For the following statement of the cost of a "shop" for wood-working, I am indebted to the official report of the Kingston C. I.: it includes the cost of the drawing department:

18 Drawing Tables at $4.25	$ 76 50
36 Drawing Boards at 60c	21 60
18 Sets Drawing Instruments at $8.75	157 50
Miscellaneous Drawing Instruments for demonstration and occasional use	53 00
18 Wood working benches, with quick acting vise, at $17.25	310 50
18 Sets bench tools for students use at $11.14	200 52
Miscellaneous wood working tools for demonstration and occasional use	53 00
Fitting up the workshop	140 00
	$1,012 62

For High Schools that would attempt courses in hot and cold metal, as well as in wood, the cost would be much larger. What it would be, even in a modest way, may be gathered from the following statement of the value of the building and equipment of the department in Woodstock, which provides for two classes of 24 each in wood and one class of 10 in iron work :

Building, brick 2½ storeys 30x80 feet	$2,500
24 Carpenters' Benches at $12.50	300
24 sets of tools at $15.00	360
24 Wood Lathes at $30	720
Shafting, Belting, etc	650
Wood carving Benches for 24	120
24 Sets Carving Tools	100
Special Tools for occasional use	150
Wood Working Machinery (Planer, Circ. Saw, Scroll Saw. etc.)	400
10 horse power Gas Engine	750
Blacksmithing outfit for 10	300
Machine Shop Tools for Iron Work	2,500
Small Tools for Machine Shop	200
	$9,050

For the following particulars I am indebted to Prof. Robertson, of Ottawa, who has charge of the Macdonald Manual Training fund: the statement gives the cost of fitting up one of the manual training rooms.

The Manual Training equipment, benches and tools, for a 20 bench centre would cost, at prices we have been paying, about $400.00. The fitting of the room with cupboards, general tool racks, etc., would cost about $300.00, per room. Sometimes that cost of $300.00 per room has been exceeded when it has included the cleaning up and painting of the room.

One teacher can take charge of a single 20 bench centre suitable for twenty boys. Taking twenty different boys every half-day permits the centre to deal with two hundred boys per week.

The following is the list of tools that have been provided :

FOR THE ROOM.

5 Smooth Planes.
3 Fore Planes.
8 Round Head Mallets.
1 Draw Knife.
1 Mitre Box.
2 Try Squares.
4 File Cards.
8 Screw Drivers, small.
2 Screw Drivers, large.
1 "T" Square, each 4 in. and 5 in.
8 Flat Files, 8 in.
8 One-half Round Files, 8 in.
2 S.T. Files, 4 in , and one handle.
2 Flat Files and one handle.
4 Bit Braces.
5 Bevels.
5 Nail Sets.
8 Wood Spoke Shaves.
4 Hand Screws.
10 Brad Awls, assorted handles.
2 Doz. Brad Awls, not handled.
2 Slips for Gouges.
8 Scrapers.
4 Mort. Gouges.
4 Wing Dividers, 5 in.
4 Pincers.
1 Cutting Plyer, 5 in.
1 Flat Plyer, 5 in.
1 Round Plyer.
2 Oil Cans.
2 Centre Bits, each ¼, ⅜, ½, ⅝, ¾, ⅞, 1, 1¼.
1 Auger Bit, each 3/16, ¼, ⅜, ½, ⅝ and ¾.
4 Drill Bits.
2 Screw Driver Bits.
2 Wood Counter-Sinks.
1 Iron Counter-Sink.
5 Oil Stones.
1 Rabbet Plane.
10 Hammers.
2 Firmer Gouges, each ½, ¾, bev. inside.
2 Firmer Gouges, each ½, 1, 1¼.
2 Mortice Chisels, each ¼ and ⅜.
2 Chisels, 1/16.
4 Firmer Chisels, ⅛.
2 Hatchets.
1 Pad Saw.
1 Grind Stone.
4 Rip Saws and 4 Cross Cut Saws.
6 S.P. Corks.
2 Spg. Dividers.
3 Cutting Guoges.
5 Gimlets.
1 Tool Grinder.
2 Bent Gouges, 15 each ¾ and 1.
2 Blackboard Compasses.

FOR THE BENCH.

1 Rule.
1 Drawing Rule.
1 Sloyd Knife.
1 Guage.
1 Try Square.
1 Jack Plane.
1 Firmer Chisel, each ¼, ½, 1.
1 Bench Hook.
1 Pencil Compass.
1 Back Saw.
1 Marking Awl.
1 Drawing Kit.
1 Brush and Hook.

Under the MacDonald system, I may say here, the boys have one session each a week, lasting the whole forenoon or afternoon, the girls of the corresponding classes in Brockville during these periods taking under the regular teachers, sewing, knitting, and cutting out, and listening to talks on Domestic Science. In the opinion of Mr. Robert Meade, P. S. I. of Brockville, from whom I have learned these particulars, the sessions are too long and much better results would be obtained if each pupil had two, each 1¼ hours long. By the present plan, the pupil is completely tired out bodily and mentally. Besides, the sessions are so far apart that he has forgotten much of his previous lesson and his interest in his last piece of work has been gradually fading away. In Mr. Meade's estimation, the "Centre" system is to blame for this. In the elementary schools I saw in the United States, the time given to Manual Training varied from an hour once a fortnight to three hours or four hours and a half a week, the latter provision being regarded as the best one.

Nor, in counting the cost, can we ignore the important fact that very few of our Schools have accommodation to spare, and the equally important fact that the cost of the present system is, in most localities, as great as the taxpayer is prepared to meet, until, at least, this subject is more generally understood. And, further, I can think of almost no High School in Ontario, and this is true, I believe, of the Public Schools as well, which, to do full justice to both the staff and the pupils, does not need additional teaching power for the existing courses. Many of our classes are far too large, and many of our teachers are sadly overworked. We must be prepared to do a good deal more than simply add the new subjects to the programme.

(2). As to the lack of competent teachers. Notwithstanding the provision for training teachers that has been made in the United States, this is still a serious obstacle there, and for some years it will be a very serious obstacle in Ontario. The Hamilton and Toronto Schools of Domestic Art with their Normal classes are fortunately ready to hand. All that is needed is the demand. But, for Manual Training, no similar provision has yet appeared. Kingston had to import a teacher from the United States at a salary which few boards would care to pay, and the MacDonald Schools are manned by teachers from England. True, the latter schools provide instruction for the teachers of the locality, and a summer school was opened last year; but is the product of such classes likely to be satisfactory in view of the fact that the courses in the United States schools take at least one year, and oftener two? This phase of the question is a most important one. All the educationalists I have met are unanimous on this point. Mr. R. M. Smith, Supervisor of Manual Training in Chicago, who has made a special study of this subject, expresses an emphatic opinion. "Manual Training stands or falls with the character of its representative. I should recommend that great care be taken in its introduction, otherwise we shall bring the new branch into disrepute, and, when a thing of this kind is tried in a community with failure as a result, it is very hard to reinstate it in the minds of the people." As to technical evening classes: only in the University centres—Toronto and Kingston—could competent teachers be secured without, as in Germany, drawing upon the staffs of the High Schools or Public Schools. But, as matters stand, it would be unreasonable to expect our teachers to do the work of the evening classes in addition to the work of the day school. To do so would be to sacrifice their own health or the interests of both classes of schools. A special grant to School Boards concerned might overcome the difficulty by enabling them to increase their staffs and thus relieve one or more of part of their day duties.

RECOMMENDATIONS.

In order to assist in overcoming these obstacles, I beg leave to recommend as follows:—

(1) The Education Department should take steps to provide a supply of competent teachers. The expert mechanic as I have already pointed out will not suit. The industrial side of the question is important, but the educational side is more so, and, even for the technical departments, we need the trained teacher. The difficulty may be tided over for a year or so by importing foreign teachers; but we must look to Ontario for a permanent and effective supply. All our teachers must be "to the manner born." From the nature of sewing, it may form part of the course in our Normal Schools, and before long

in our remodelled Model Schools. As to cooking, it should at first be an optional course in the Hamilton Normal College. The Ontario Normal School of Domestic Science and Art is available. All that is needed is a departmental regulation to set the machinery in motion. In Toronto we have also the Victor School, and, no doubt, before long, facilities of a similar nature will be available in London and Ottawa. These cities cannot lag behind, even if no action is taken in the matter by the Education Department. In this way eventually provision can be made for all the Normal Schools as well, even if the Education Department itself does not act. Under present conditions, a Normal course of four or five months may have an educational value; but it is insufficient preparation for teaching. For a time, the Normal College would, I believe, produce a sufficient supply. As to manual training, for some years, the demand for teachers will be small. If an arrangement were made for the establishment of a Manual Training Department in the Hamilton Normal College (which might also be a city Public School centre), our requirements would be met for some years at any rate.

Provision in our professional courses is an absolute necessity. The first step in Sweden was to make manual training a part of the Normal School courses. There is no State system in the United States; but this was also the recommendation of the Massachusetts State Commission appointed in 1891, "to investigate the existing system of Manual Training and Industrial Education." And, as has been shown, such provision exists in some of the Normal Schools.

(2) In view of the importance of Domestic Science and Art, and of Manual Training with its technical extensions, the Legislature should, for a time, stimulate their introduction by a special grant, proportioned in each case to the magnitude of the undertaking, and limited only by its liberality and a due regard for other departments. The MacDonald Schools are to be maintained for three years. The Legislature of Ontario might fairly give its special grants for that time at least. Afterwards any sum voted should be apportioned on the same bases as is the present legislative grant—on the character of the accommodations, the value of the equipment, the average attendance, and the amount of the salaries paid the special teachers. The percentage at first allowed might be larger than that given under the scheme for distributing the present grant; but it should be gradually reduced as the subjects commended themselves to the people, until Manual Training and Domestic Science and Art are placed where they should be—on the same footing as the other departments of school work. Only special considerations can justify special grants. The utilitarian value of sewing and cooking will, no doubt, commend them before long to most School Boards; but with Manual Training, the case is different. As to the Technical evening classes I have already suggested a special grant.

For all such grants we have a precedent. For some years, under the late Chief Superintendent, when Latin became an optional subject in the High Schools—the remodelled Grammar Schools—Collegiate Institutes were created with a special grant to each of $750, over and above its share of the ordinary High School grant. It was feared that otherwise classical culture in Ontario might decline. Before long, however, this fear was found to be groundless and the special sum voted was then added to the ordinary High School grant. The first step in this direction has been already taken by the Legislature. All that is now needed is an increase of the grant, proportioned to the necessities of the situation.

PART II.—HIGH SCHOOL COURSES OF STUDY.

When discussing the obstacles to the introduction of manual training and domestic art into our schools, I stated that some are the result of our present organization. As a matter of fact the evils that cause these obstacles ought to be dealt with on broader grounds They are of long standing; and, though the influence of some of them is much less than it was over fifteen years ago, we can have no satisfactory system of education in this Province until they have been removed or reduced. Our examinations are so intimately connected with our courses of study that they cannot be discussed separately; nor can certain other considerations which affect both be left out of account. This part of my report will, accordingly, deal with the whole situation so far as it bears upon the work done in our High Schools.

The Causes of the Evils.

Most of the evils we suffer from may, I believe, in the final analysis, be traced to two main causes:

A. The excessive pressure of examinations and courses;

B. The excessive unification of examinations and courses.

To prevent misapprehension, let me say at the outset that, when the teacher's reputation is established and when he is reasonably secure in his position, he can afford to ignore and he does ignore many of the influences which injure education; and that there are many school boards which consider only the real educational well-being of their schools; but there are few, if any, localities in Ontario where the evils I am about to point out do not exist to a greater or less extent.

THE EXCESSIVE PRESSURE OF EXAMINATIONS AND COURSES.

The case for and against an examination system has been threshed out again and again. It is unnecessary to present it here; but I must deal with the two leading objections; for they are the prominent ones in Ontario:

(1) The prospect of an examination held by outside examiners turns the pupil's and the teacher's attention from the subject to the examination. The subject acquires a significance not belonging to itself, and a wrong ideal of education is set up for the pupil, the teacher, the trustee, and the general public. I was struck with this fact most forcibly last fall. As soon as I crossed the bridge at Niagara, although in a State with a system of examinations (the Regents' Examinations of the University of the State of New York), I found myself in a wholly different educational atmosphere. Nowhere, not even in the State of New York, had I any reason to suspect that examinations by outside authorities exercised any influence. Each school is its own examiner, and I nowhere heard the examination question referred to: I had always to ask about it. The questions discussed there are what is the best kind of education to give and how best shall it be given. In Ontario, on the other hand, I hear more in our schools about examinations than I do about anything else. No part of our system can claim that it is free from this influence—neither the Public School with its form examinations leading up to the departmental High School Entrance and the Leaving examination; nor the High School with its Junior and Senior Leaving examinations in four parts and its Commercial and special Matriculation examinations; nor the Provincial University with its Matriculation and its four Annual examinations, until lately conducted by outside examiners. I am not putting the case too strongly when I say that throughout our system, the examination forms the woof of almost all educational effort.

It is proper, however, to state here that an effective use has been made of this influence for beneficent purposes—to stimulate both the teacher and the pupil and to direct their efforts into proper channels. The stimulation and the general improvement of the teaching are undoubted; but the stimulation and the interference have both been proved to be excessive.

(2) Under an examination system, that counts most on which examination questions can be put. The greater the pressure, the greater the evil. That our examinations do interfere seriously with proper teaching, no one who has any knowledge of our system can doubt.

One or two illustrations may, however, be given. It is impossible to hold an oral examination in the languages at the different centres. The consequence is that, in very many of our schools, little attention is paid to the pronunciation, and in many places, indeed, almost none. I have heard pupils who have been two or three or even four years at French and German, for example, make about as many blunders and read with as little fluency as a pupil who had been at the subject only a few months. And as for Latin and Greek, very seldom does one hear a pupil read with fluency and due regard for quantity. But it is not fair to blame the teacher for this. The pupil takes little or no interest in the subject; it doesn't pay at his examinations; and he looks on it as a matter of minor importance. As for the teacher, the usual explanation of the neglect is that he hasn't the time; he is oppressed with a course in translation, grammar, and composition that must be completed before July.

Or, to take the case of a whole subject. The regulations prescribe the amount of time to be given each week in a High School to physical culture and reading. No part of my duties has given me more trouble than this For years, in some places, it seemed to be impossible to have this very necessary regulation complied with. Even now it is only in the Collegiate Institutes—and in not all of them—that suitable provision is made for physical training, and I have still occasional difficulty with the reading regulations. If, in the arrangement of the time table, anything has to suffer, it is the reading or the drill. Neither now counts at the examination, and when reading did, it had little importance. In order to give prominence to reading, the High School Inspectors have for years made a point of examining the last class of entrants and the other pupils who take the subject. The statement below gives the results of my own last examination of all the schools in the Province with one or two exceptions. It represents the results of ten years of strenuous effort; and, as will be seen, it still leaves much to be desired. In the entrance classes I have examined on a simple "unseen" passage, and all I have expected from them has been clear articulation and fair intelligence; in the case of the other pupils, I have examined them on the work done in the class, and I have consequently set a higher standard. In a numerical valuation, "good" means 50 per cent. and over, "fair," between 35 and 50 per cent.; "poor," between 25 and 35 per cent, and "bad," below 25 per cent.; the last class should have been in the third book:

I. *Last Class of Entrants (1899 and 1900)*

	Collegiate Institutes.	High Schools.	Total.
Good	560	271	1,031
Fair	804	735	1,539
Poor	644	735	1,379
Bad	92	142	234
	2,100	2,083	4,183

II. *Other Pupils.*

	Collegiate Institutes.	High Schools.	Total.
Good	430	388	818
Fair	665	671	1,336
Poor	564	814	1,828
Bad	37	101	138
	1,696	1,974	3,670

In explanation, I must add that in the case of Table I, 16 Collegiate Institutes and 76 High Schools had fewer than 10 in the "good" class, and 3 Collegiate Institutes and 43 High Schools fewer than 5, and in the case of Table II only 21 of the Collegiate Institutes and 8 of the High Schools had 10 and over; and 5 of the Collegiate Institutes and 53 of the High Schools had fewer than 5. Only 25, indeed, of all had a really good record. It is fair to add, however, that, owing to the dates of my visits the above statement unduly favors the entrance classes, many of whom had been six months and over under the High School teacher; and it is unduly unfavorable to the other pupils, many of whom had been less than a year and a half in the High Schools. The statement must be viewed in the light of these facts.

Frequently, too, I have asked the last class of entrants how often they had reading the year before they left the public school. Usually they have had no or almost no practice in oral reading, and in extremely few cases had a proper amount of time been given the subject. All the time had gone for the written examination subjects.

English composition, too, has suffered in the same way. Comparatively few are usually rejected at the departmental examinations in this subject, and partly for this reason and partly owing to the pressure of the other subjects in which the examination standard is higher, the attention generally given to this, in my judgment, the most im-

portant subject on the programme, is quite incommensurate with its usefulness and its value as culture.

To take an illustration of another kind: To secure the proper study of botany, the most important part of the examination was made practical, and, as all that could be expected from junior candidates was the description and classification of a plant. These were for years the staple subjects of study. Most pupils who have taken Botany in Form I only, have left school with the idea that its chief end is to be able to hunt out the name of a plant in the Flora, and the difficulty of the terminology has made a more lasting impression upon them than anything else. Since the abolition of the examination, far better and far more enjoyable work in botany has been done, notwithstanding the drawbacks of the general situation. The reign of the Flora and the schedule are over.

However admirably our questions may be put—and our questions compare most favorably with those of any other country—the examination destroys the symmetry of our courses by giving an adventitious importance to some parts and detracting from the due importance of others. Besides, there are elements of culture—the highest, indeed—which the examinations cannot reach. We may examine a boy, for example, on the meaning and the literary qualities of one of Tennyson's poems; but no questions can discover whether it has entered into his inner life. The best literature defies every attack of the examiner's scalpel.

The general evils I have been dealing with would exist under any examination system. My experience leads me to believe that there are also other evils indigenous to Ontario. Our system is practically a competitive one amongst schools The initial impetus came from the Intermediate over twenty years ago, when the legislative grant was distributed on its results. During this period there was a fierce scramble for pupils, for a large annual grist meant more money to a school. After a time the grant was distributed on another basis; but the evils of the former system did not disappear. On the contrary they were kept alive and reinforced by the continued prominence given the examinations. The annual publication of the results in the Toronto dailies with the ensuing local comments and comparisons based thereon, have much to answer for. Unfortunately, the feature of our schools which should be kept in the background has been exploited and the consequences have been serious. Some of them I must point out:

(1) Boards of Trustees and the general public have been educated to regard a large attendance and success at the examinations as *the* proof of the teacher's competency and the school's efficiency. For years, in many localities, the attendance was congested, being swollen by numbers attracted by the examination successes. Boards were put to expense to maintain establishments which their necessities did not justify and for which the localities themselves got no adequate return. Of late years the situation has improved; for, owing to the general progress of the schools, candidates are seldom compelled to leave their own counties. But the evil still exists everywhere to a greater or less extent. Boards still attach special importance to a large attendance.

Frequently, too, when, owing to an excessive attendance I have had to report that an addition to the staff was absolutely indispensable if justice was to be done to all concerned, I have been confronted with the examination record. The Greek pedant, when he wanted to sell his house, carried around with him a specimen brick to show to possible purchasers. He yet lives and walks this Province in modern guise. It is by no means uncommon either for Boards to require and teachers to present an analysis of the examination results, showing how many have failed in the subjects taught by each member of the staff. At the present moment, indeed, I have such a statement before me, prepared on last year's results, to show a Board the relative merits of the different teachers and sent to me for a similar purpose. Even if the examination were what it most emphatically is not—the most reliable test of the teacher's efficiency, the moral aspect of the whole affair is most objectionable. Success at an examination year after year is *a* proof, not *the* proof, of a teacher's efficiency. The success is due at least as much to the character of the attendance as it is to the competency of the teacher. No sane man would base a claim for the superiority of the Collegiate Institutes of Toronto, for example, on the ground that the number of examination successes scored by them is larger than those by schools in the other cities of the Province. Besides, there are moral elements, which the examination is powerless to test in education and in comparison with which the petty triumphs of the examinations are utterly insignificant.

(2) Many High Schools attempt more courses than their staffs can undertake with justice to all concerned. I have visited some with only two teachers in which the work of all the forms was attempted, with almost all the options ; and there are few, if any, of the schools that do no suffer in this way. This means, of course, work after hours for both teacher and pupil, not to speak of the necessary neglect of the junior classes and of the individual pupil. Nor is this evil confined to the High Schools. I am, indeed, much mistaken if the teacher of the Continuation Class, with his candidates for the High School Entrance and the Public School Leaving, and, it may be, for the Junior Leaving, could not also "a tale unfold."

(3) The desire to stand well at the examinations has led to too much teaching and to too little independent effort on the part of the pupil. The latter does not believe that full justice is being done him unless he is in class all the time, and the teacher feels uncomfortable unless he is. The pupil too often resorts to the teacher for the solution of his difficulties when he should solve them himself; and the teacher, against his better judgment, often succumbs to the exigencies of the situation. Besides, the situation is sometimes such that he cannot resist. I have known teachers to be looked upon as inefficient for reasons that actually demonstrated their efficiency. This emphasis of the examination has brought with it a train of other evils—a reduction of the length of class periods, too rapid advancement in the forms, too great reliance upon the text-book, the so-called "School Helps," over-annotated text-books, the too general use of "cribs," too hurried preparation, a distaste for study and so on. "Storm and stress" are inconsistent with culture. With Milton, we should aim at "beholding the bright countenance of truth in the quiet and still air of delightful studies."

(4) The examination pressure is increased by the pressure of the subjects—by what is often called the "multiplicity" of subjects. As usually understood, this means that there are too many subjects in our School curriculum. And yet, there are few, if any, that our critics would agree to omit. It is far easier to name subjects which modern conditions would justify us in inserting than to name those which can be fairly left off. But there is a sense in which the objection has force. The options are numerous, and the programme for some of the forms might fairly be reduced. The difficulties of the situation are, however, due not so much to the excessive number of subjects in the forms, as to the examination pressure on all or nearly all of them. Some of minor importance are magnified out of all proportion to the educational value. With the examinations in view the teacher has to keep all of them going. His own zeal and the pupil's anxiety practically force him.

(5) About twenty-five years ago, the legislative grant was apportioned on the attendance in Latin. The result was that almost every pupil was put into Latin. Although the cause is different, the present situation is practically the same. Very many pupils on entering do not know what their future occupation will be, or how long they will remain at the High School. As Latin is obligatory for Matriculation, and for the Leaving examinations, and as, with few exceptions, all take these examinations who reach the stage, the teacher naturally enough advises such pupils to take Latin. But many of them for various reasons, drop out of School after a year or so.

Many again have at first great plans and take up all the examination subjects, but drop Latin when difficulties begin to develop. When, too, some who enter intending to remain only a short time, in the end take a complete course, it is easy to see how embarrassing the teacher's position is. With his organization in view, he very properly desires all pupils who may need Latin to take it in Form I. As French, German, and Greek are also options for the Leaving examination, the languages have thus assumed an adventitious importance. The following tables bear out my contention. Table I. shows the number taking the languages, and Table II. the number reaching the examination stages, with the total and the form attendance. Table I. shows a falling off in attendance in Forms I. and II., especially in Form I., due, I may say, to the Continuation Classes. Many pupils now remain in the Public Schools for a year or so after passing the High School Entrance examination. This, of course, intensifies the evil in the High School; for they come either, knowing no Latin or having learned it badly. As a result, the organization of the Form II. and Form III. Latin classes is, in many schools, very defective for a good part of the year.

I. *Statement of the attendance, 1890-1900*

Year.	Total.	Form I.	Form II.	Form III.	Form IV.	Latin.	Greek.	French.	German.
1899..	22,460	8,407	6,912	5,701	1,440	19,131	1,176	13,464	5,513
1898..	23,301	9,367	7,101	5,300	1,533	19,313	1,456	13.866	6,288
1897..	24,390	10,136	7,262	5,363	1,629	16,873	1,421	13,761	5,169
1896..	24,567	10,191	7,466	5,232	1,678	15,526	1,458	13,374	4,503
1895..	24,662	9,742	7,822	5,535	1,563	12,587	1,419	11,866	3,464
1894..	23,523	8,852	8,313	4,900	1,458	9,366	1,080	10,530	2,785
1893..	23,055	9,274	8,071	4,435	1,275	8,918	1,008	10,482	2,854
1892..	22,837	10,820	7,607	3,370	1,040	9,906	1,070	10,398	2,796
1891..	22,230	17,348	3,883	946	53	8,488	1,087	9,319	2,311
1890..	19,395	14,950	3,588	772	85	7,114	1,071	7,837	2,212

II. *Statement of the Examination Results.*

	Second Class.		*First Class.*	
	No. of Candidates.	Passed.	No. of Candidates.	Passed.
1889	1,427	745	248	91
1890	1,518	959	188	109
1891	1,710	1,008	248	134
1892	1,701	807	343	155
1893	1,723	909	591	145
1894	2,198	1,107	637	175
1895	2,615	1,147	540	302
1896	3,260	1,725	691	312

	Junior Leaving.		*Senior Leaving.*			
				Passed.		
	No. of Candidates.	Passed.	No. of Candidates.	Full Form IV.	Part I. Form IV.	Part II. Form IV.
1897	3,000	1,920	977	354	155	148
1898	2,373	1,147	704	83	106	75
1899	2,479	1,344	774	147	219	89
1900	2,224	1,506	834	.....	436	408

In 1900 when a candidate took the whole Senior Leaving, and was succe-sful, two certificates, viz., one for each Part, were issued in each case. Of course, many took only one of the parts.

Latin became obligatory in 1896, but as the former regulations remained in force the full effect has not yet been apparent. It is only in 1899, when, indeed about 50 still wrote under them, that we can form a proper idea of what it will be. Before 1896 Latin was an option; French and German have always been options, and Greek has been one for many years. Further on I will deal with this subject again; but, without going into details, I wish to point out here that, whereas in 1890, out of a total attendance of 19,395, only 7,114 were in Latin (then an option), in 1899 the number in Lat n rose to 19,131 out of a total of 22,460. In view of the educational necessities of this Province and the fact, shewn by Table II., (adding about 100 for those who took the honor and scholarship examinations) that, of those who begin High School work, only about 16 per cent. reach the very humble standard of the Junior Leaving, no one surely will justify the present situation.

But the educational side of this question is not the only one to consider. In some places the High Schools are not so popular as they should be. Strong objection is taken

to pupils being put into Latin. This objection is, I believe, one cause of the antagonism which the High School sometimes encounters. The situation is the result of the obligatory Latin, and the Education Department gets the blame.

THE EXCESSIVE UNIFICATION OF COURSES AND EXAMINATIONS.

The dominating courses and examinations have been those for University Matriculation. The University authorities are, nevertheless, dissatisfied; and, as a result of the assimilation, other important interests have suffered.

In this connection it will be well to state generally what the situation is. A good many years ago, educationalists held that the training of the mind should be the only consideration in constructing a curriculum. At one time, indeed, not even book-keeping had a place on our High School programme. This theory few now hold. The necessity for recognizing the practical soon forced itself into prominence. Discussing this subject, Huxley expresses himself thus in one of his addresses: "If a man has to sharpen his teeth, he had better do it on good bread and cheese than on shorts." There is no reason, indeed, why we should not secure both culture and the practical in our schemes of primary and secondary education. This being conceded, our High School courses would have the following in view:

(1) General culture, (2) commerce, (3) agriculture, (4) the industries (5) university matriculation, (6) preliminary professional examinations, (7) teachers' non-professional examinations.

Ample—some think, too ample—provision has been made for university matriculation and the preliminary professional examinations. As these courses have been unified and have been the Procrustean bed on which most of the others have been stretched, they have comparatively few defects. But in the pressure of assimilation to the matriculation courses, the interests of the public schools have suffered. For the industries and for the development of the creative faculties, as I have shown in part II, practically no provision has yet been made. For commercial pursuits, on the other hand, the provision is ample—too ample, indeed—for, as bookkeeping is an obligatory subject, many are forced to take it for whom a year's course is comparatively valueless. In a month or so—in connection with arithmetic, it may be,—the ordinary pupil can acquire all the knowledge of commercial transactions he will ever need. Agriculture has a place on our programme; but I know of only one high school in which it has been taken up, and then only in winter for half an hour or so a week. The regulation making the provision is a dead letter. Besides, the courses in physics, chemistry and biology are the university courses; they have no relation to agriculture, nor have they any other practical application. A general course is recognized in our scheme, but it has been squeezed out by the others and by the examinations. Many people, I find, do not even know of its existence. This course is also, to some extent, a part of the unified scheme, and is controlled by the same considerations.

(2) We have two sets of examinations, (*a*) the junior and the senior leaving (including matriculation), the preliminary professional examinations, and the examinations for teachers' certificates—all more or less unified; and (*b*) the commercial diploma examination, part I. of which is unified with part of the junior leaving. This unification has been attended with evils. Under it, the examiners, it is well known, have always experienced great difficulty when they have attempted to recognize the claims of the different interests involved. At the junior leaving, in particular, circumstances, for a time, led them to consider chiefly the interests of the teachers, to the disadvantage, it is held, of the matriculant. Of late, however, the interests of the matriculant have been dominant, to the undoubted disadvantage of the teaching profession. Until lately, too, the pass per centage for all candidates was the same; and although the teacher has now to make a percentage of the total, his preparation is still too meagre for his duties. Even supposing that the same courses and the same grade of question were suitable for all who take the junior leaving, the allowance that should be made for the matriculant should not be made for the teacher. The matriculant should be required to show simply that he is able to go on with his undergraduate work. Being young he is mentally immature, and he should have the benefit of every doubt. It is different with the teacher: he should at least show that he knows the subjects of the public school courses well enough to teach

them. He should be older and more mature, and the public interests do not justify extending to him the same consideration as to the matriculant. In the matter of the commercial diploma also, the requirements of different places are different. The standard and the courses that suit the larger city are often unsuitable for the village or country town.

The High School Entrance examination affords us another example of the effects of the unification idea. Instituted at first solely to test the competency of the pupil to begin his work in the High school, it has gradually become an examination for testing the efficiency of the Public schools, and it is even yet used as a final examination for pupils of a lower grade than those who take the regular Public School Leaving examinations. Experience has, I believe, demonstrated the fact that it has suited neither class of candidate. Subjects are prescribed for the entrant and emphasized by the examination that are unimportant for his subsequent courses; and the examination standard has usually been too high for him and too low for the Public School Leaving candidate.

Proposed Amendments.

I have now pointed out what seem to me to be the leading general defects of our present organization. Before suggesting amendments, I desire to express my conviction that, notwithstanding the serious defects which have grown out of the excessive pressure and unification of courses and examinations, we owe the wonderful growth of our High school system more to them than to almost any other cause. No one who knows the condition of our schools twenty years ago can doubt this. Then the professions and the universities held each its own matriculation examination with, in most cases, different requirements, all again differing from those for teachers' certificates. Under these conditions there could be no proper economy of the teaching force, and effective organization was an impossibility. The examination system has done still more. It has provided a stimulus which, under the resulting competition amongst the High schools, has forced Boards to provide better and better paid teachers, better equipment, and, to some extent, better accommodations. It has improved the character of the teaching in both the Public and the High Schools, stimulated both pupils and teachers to greater diligence and zeal; and, while it has put more responsibility on the teacher, it has aided him in his discipline by providing his pupils with an incentive to study. No more effective means could have been devised to remove the grave and far reaching evils which existed before the Intermediate was established. But, as with everything else in this present evil world, the evil is mingled with the good. Unification has been carried too far, and the pressure has proved to be excessive. But few would advocate the complete abolition of our departmental examinations or the segregation of our courses of study. So far as my knowledge goes, neither the teachers nor the general public, as a body, desire such a change. While they recognize the defects of our examination system, they have realized its advantages. It must be remembered also that the present temper of our people is the growth of nearly a quarter of a century, and that conditions have been adapted to our existing scheme. Whatever the future may have in store for us, a sudden reversal of policy could not fail to bring with it certain confusion and possible disaster. For economic reasons, if for no others, we need unification of courses and a system of examinations, so far as these can be secured without degrading educational ideals, or sacrificing the interests of pupils, teachers, or the general public. We cannot abolish examinations at present; for my part I do not think it would be well to abolish them under any circumstances; but we may reduce their number and their importance.

I submit, accordingly, for the consideration of the Education Department, the following suggestions for the modification of the regulations when next they are amended:

EXAMINATIONS.

The examinations should be held only for absolutely necessary and specific purposes. Under this condition, we should have in our High School system only three examinations controlled by the Education Department: the entrance and the two teachers' non-professional examinations on the subjects of the two highest forms. I have described these as absolutely necessary. The time has not yet come, if it ever does come, when a

graduation diploma issued by either a High or a Public School Principal can be accepted in full. It is a necessity of the situation that the academic preparation of our Public School teachers should be done in our High Schools, but if proper precautions are taken, no disadvantage can result to the other pupils. The work is academic and can be made to suit more than the one class. From one point of view, it might be better if the teacher's non-professional examination were held when he presented himself for admission to the training school. The immediate examination pressure on our High Schools would be less. But the regular matriculation examination, which was once held just before the Universities opened in the fall, is now held at the close of the school session, so that the matriculant shall not have to fag at his studies during the hot months of summer and may have a needed opportunity to recruit his energies for the arduous duties of his University course. This is a wise provision, and the teacher needs it as much as the matriculant.

Under this proposed reduction of our departmental examinations, the first that would affect the High Schools would be held at the end of the present Form III.; and, in this way, for three years at least, the teacher and the ordinary pupil would be free from the direct influence of the outside examiner. This involves, of course, the abolition of Junior Leaving, Part I. It seems to me unnecessary to discuss the propriety of this change. The examination has shown itself to be an unnecessary interference with High School work; and, as a Public School Leaving examination, it is an inadequate test; for it covers only some of the subjects of Form V. and has led to the neglect of the others. This is recognized to be the fact from Windsor to Williamstown.

The proposal involves also the abolition of the departmental commercial examination and of the departmental commercial and leaving diplomas. The business requirements of different localities and the capabilities of their schools differ among themselves. The question of a commercial examination and of a diploma should be left to the local Boards; for such diplomas can have at best but a local value. Some years ago Galt held its own examination on its own course and awarded its own commercial diploma, much to the advantage of all concerned. But this feature of the school disappeared under the pressure of attendance and the departmental examinations. As to leaving diplomas: If Boards wish to make the results of the matriculation and the teachers' non-professional examinations the basis or part of the basis of their award, well and good; the responsibility will be theirs. But they will have the power to take into account other important considerations which under a general system cannot be recognized. It will also be at their option to make their awards wholly on the examinations and other tests of their own staffs. For the last three years, indeed, the Toronto Collegiate Institutes have given their own graduation diplomas, taking into account other elements besides the results of the departmental examinations, and granting them to pupils who have passed neither the Junior nor the Senior Leaving examination. This practice should become general, and the Department can make it so by abolishing its present diploma certificates. In time, the diplomas granted by Boards may acquire a current value, and we may gradually reach the much-to-be-desired condition in which departmental control will be a far less important factor than it now is. With the diplomas would also disappear the names junior and senior leaving. These examinations should be conducted to suit the requirements of the Public Schools alone. This change and the omission of the languages at the first examination would direct elsewhere the zeal of the language masters, and so reduce the very great importance now attached to the teachers' examination. The Universities would control their own matriculation, using, as now, the machinery of the Education Department. The Medical Council, the Law Society, and other such bodies would select the courses and papers that suited them, prescribe their own standards, and receive such consideration in the way of special papers as the necessities of each case might justify.

(2) As I have already said, it is not now possible to abolish the examinations held by an outside board. In moderation, they are a means of stimulating work and of keeping in hand the general character of the teaching. We may, however, accept the teacher's certificate of the candidate's competency in certain subjects which do not lend themselves so readily to examination by an outsider, or the examination in which leads to a lopsided course of instruction. This reform would do much to improve the character of the teaching as well as to reduce the examination pressure. The proposal, as will be seen further on, may be readily applied in the case of the High School Entrance and Teachers' non-

professional examinations. Here I may say that, so far as the Entrance examination is concerned, all the subjects are reviewed in the High School, and, in the case of the Teachers', they should be reviewed in the training schools. Indeed, many educationalists in Ontario have long been of the opinion that the practical divorcement of the professional from the non-professional side of the teachers' preparation has been carried too far; and that instruction in methodology should always be accompanied by a thorough review of the academic subjects. So far as the reading, drawing, book-keeping and botany of Forms I. and II. are concerned, the certificate of the Principal and the Chairman of the School Board is now accepted in lieu of a departmental examination. Under the operation of this regulation, the general character of the work has improved very greatly, and the relief thus afforded has been a boon to both pupils and teachers.

I am well aware that there are difficulties connected with the proposal to accept the teacher's certificate for part of the examination, and former experiments in this direction have, it must be admitted, not been encouraging. Then, however, the other conditions were unfavorable. Part of the present scheme is to make them more favorable. Under any conditions, this responsibility would, no doubt, be an onerous one for the teacher. He might be subjected to pressure from the parents and the friends of the pupils, and he might fear the result. There is force in this. But we have to choose between two evils, the greater by far being the inordinate pressure with its concomitant evils, under which every part of our school system now labors. One of the comforts of the examination by outside authority is that it relieves the teacher of responsibility; but there is reason to fear that this relief has not fostered independence of character and a strong sense of duty. It is high time we changed all this. Our teachers should all represent the highest type of manliness. A certain rich Greek once asked Aristippus how much he would charge to educate his son. Aristippus wanted ten talents. "But," said the rich man, "I could buy a slave for less." "Buy one," replied the philosopher, "and then you will have two."

But, in one way, the teacher's hands may be strengthened. A departmental regulation should forbid the admission of any pupil from another school who does not hold a letter of honourable dismission from his former principal. It is by no means uncommon for a pupil who is dissatisfied for any reason, to go or to threaten to go, to an adjacent school, where sometimes he is admitted without due consideration of the circumstances.

There is, however, another side of this question of accepting the teacher's certificate. There must be a reasonable guarantee that the subjects for which the teacher's certificate is taken are properly attended to. Under even a slight pressure the non-examination subject might, for a time at least, go to the wall. The minimum amount of time to be given should be prescribed as now in the case of reading and drill, etc.; and, as now, the principal and the chairman of the board should be required to certify to the observance of the regulation. No reduction of the prescribed time should be allowed without the consent of the Education Department on the report of the High School Inspectors, and the certificate should invariably be exacted. No reasonable man could object to this.

(3) At all the examinations—the Entrance, the Public School Leaving, the Matriculation, and the Teachers' non-professional—the teacher's confidential estimate should be a factor in determining the results. In any general system it is difficult to recognize this; but the difficulties are, in no case, wholly unsurmountable. The High School Entrance and the Matriculation are only promotion examinations when held for their proper purposes. Both pupil and teacher should look forward to them with absolute certainty that all proper allowances would be made, and that no fairly prepared candidate would be rejected. At the High School Entrance the difficulties inseparable from a scheme in which the "personal equation" of the teacher has a share would be less than in the case of the matriculant; for the Public School Inspector who must have at least some knowledge of the value of the teacher's opinion, is a member of the Board, and the Board itself is in a better position to deal with each case on its merits. This reform alone would do much to relieve the present pressure on both the pupil and the teacher of the Public Schools. True, the standard might not be absolutely uniform all over the Province and there might be cases of personal favoritism as well as of poor judgment. But these defects—if, indeed, the first is a defect (which, I doubt)—would be far outweighed by the resulting gain to education. Less consideration should, I believe, be shown at

the Teachers' non-professional examinations. Here the candidate should display some maturity of judgment as well as due competency to teach the subjects of the Public School programme. For him, in many cases, his first examination is his last. For the High School entrant or the matriculant, it is only a step in a course which is not yet complete.

(4) The standard for the teachers' examination should be raised to 40 per cent. on each paper and 60 per cent. of the total on a curriculum and examinations made out to suit the requirements of Public School education; and the answers should be read by examiners who keep this object solely in view. Until recently when 50 per cent. of the total has been required for teachers, the standards of the University have been dominant at both the Matriculation and the Teachers' examinations. For various reasons, this has been too low—too low even for the universities themselves, and lower than is justified by the capabilities of the schools. The preparation of the Public School teacher for his duties has also suffered; for the standard has been insufficient for the requirements of most of our Public Schools. This, conjoined with the low standard set by the Model School Boards, has produced so large a supply that, in many rural sections, salaries have been reduced, and the schools are in the hands of mere youths who have no intention of remaining in the profession.

During the last fifteen years, the accommodations of our Public Schools have been greatly improved, far better methods of teaching have been introduced, and far better results have followed; but it cannot be denied that Public School education as a whole has not advanced commensurately with the advancement of other parts of the system. No doubt other causes have operated, but the immaturity and the inferior qualifications of the lowest grade of teachers have been a prime factor in the result. So long as most of teachers are women and so long as other available avenues offer greater inducements to men, the existing evils can never be wholly eradicated; but the present condition of affairs may be greatly improved.

From conversation and correspondence with Public School Inspectors and others, there are, I find, districts and ridings of counties for which the proposed standard would be too high and would produce what is said to be showing itself already, a dearth of teachers, owing to the low salaries these localities can offer. It will not do to keep the general standard low to suit the capabilities of the lowest. Our present system of district certificates should be continued. The examination therefor, might be held on the Public School Leaving papers with, if necessary, a higher pass percentage than that for the ordinary candidate; the answer papers being examined at Toronto, and the preparation of the candidates being confined to the High and Public Schools of these districts and counties. The last provision is an imperative necessity; otherwise we should have this work done in many of our High Schools, with all the evils of an additional examination. As is the case at present with the Art School examinations in some localities, these examinations would be taken, and the results would be paraded as so many counts in the record of the High School.

(5) The present examination scheme should be remodelled. One of the commonest objections to our examinations is their unreliability. It is often said, with good grounds, I believe, that, within certain limits, the poorly prepared candidate has just as good a chance of passing as the well prepared one; and one of the commonest complaints I hear in the schools is that the good candidate has failed while the poor one has passed. The proper recognition of the teacher's estimate will do much to remedy this evil. But cannot more be done? Each paper at the Teacher's examination, in particular, should contain more questions than the candidate is required to answer. The examiner can ask only a small number, which at best touch comparatively few points of his subject. We do not expect the average candidate to have mastered it completely; few would pass if we did; and the smaller the number, of questions set, the less reliable the result in the case of a qualifying examination. Under this provision, too, the examiner would have a greater freedom in setting his questions and an occasional oversight might not prove so disastrous or so embarrassing as it now does.

It was once the custom to value each paper at over 100 per cent, but the unification of the examinations led to its abolition; for the choice of questions allowed the teacher was often represented to be a source of embarrassment to the young candidate and the cause of his failure. It is, however, reasonable to conclude that the principle might be

made general, if the teacher's estimate were given due weight; for it would remedy an occasional error of judgment on the part of the candidate.

The features of our system that most surprised the educationalists I met in the United States was the difficulty of our examination papers. We could, I believe, secure the desirable thoroughness if our questions in some departments were less exacting, and our pass standard and our standard in valuing the answers were more so. No system of examination is in practice exactly what it seems to be on paper; but the discrepancy in our case is too great. After many years' experience in connection with all phases of this kind of work, my conviction is that if the reality corresponded to the appearance, a very large number of those now reported as passing would not survive. The departmental examinations are merely qualifying; they are not competitive. All the questions should suit the average candidate, and the standard for valuing the answers should be an accuate one. Otherwise, wrong ideals of scholarship are set up; and the successful candidate is tempted to a self-reliance and a self-sufficiency unwarranted by the facts. There are, I need not say, other moral considerations connected with this question; but on these I need not enlarge.

It goes without saying that none but the most experienced teachers should act as examiners and associate examiners—teachers who are also conversant with the requirements and capabilities of our system. The Board of Examiners of the University of the State of New York is a permanent one, and in England, I believe, men make examining a profession. We cannot yet have such permanency, but a reduction in the number of examinations held by the Department would enable it to secure and retain the services of thoroughly competent teachers. More than legal qualification is necessary to make a good examiner; and, when the examiner is found to be a good one, he should hold office until an equally good one is found to replace him. Perfection in anything is impossible in this world, but this world will be better if we strive to attain it.

(6) Lastly, I recommend most strongly that the results of the departmental examinations be not published in the Toronto dailies, They should be sent for communication to the candidate, to the Principal of the school, or, in his absence, to the secretary of the School Board, and, in certain cases, to the Public School Inspector—anything rather than the plan we now follow. That the plan does not meet with the approval of the teachers themselves is shown by a condemnatory resolution passed at a late meeting of the Ontario Educational Association. The change would not, it is true, prevent the too frequent local jubilation over the results, with its invidious and often unjust comparisons; but, in time, a better spirit would prevail and the examination would take its proper place. Nothing has done more harm to secondary education in this Province than the annual exploitation of the departmental examinations. The adoption of the foregoing proposal would, I feel certain, do more to produce a healthy tone in our schools and set up a proper ideal of education in Ontario than any other change that could be made.

COURSES OF STUDY: GENERAL PRINCIPLES.

A few general principles need to be stated:

(1) The forms and the courses for a general scheme should be arranged to meet the capabilities of the average school. Progress should not be impeded by making a prime consideration of the shortcomings of schools that are insufficiently manned or insufficiently equipped. Modifications should be allowed, but no encouragement should be offered to two or three masters' schools to attempt work for which they are incompetent. As a matter of fact, the Continuation Classes are producing a new grade of schools, and the time is not far distant when the relation of such classes to the two-masters' High Schools will force itself upon the attention of the Education Department. In the matter of the Legislative grants the present scheme is an anomalous one.

(2) All the courses should be constructed solely on educational principles and in accordance with the actual necessities of the Province. Where not inconsistent with what is most important—proper culture and discipline—the courses controlled by the Education Department should be given a practical turn; so that, while being trained morally, mentally, and physically, the pupil may also acquire a knowledge of what is useful for general as well as for special purposes. But culture must be the main goal of our educational system.

(3) The number of courses and the number of subjects therein and for each form should be reduced as much as is consistent with the objects of the courses and the requirements of the different localities. Pupils should have study periods especially in the lower forms; and I hope the time is at hand when each teacher also will have a period a day in which to help the backward pupil and attend to some other duties now forced upon him in school hours. Such periods are a usual provision of the American schools. The intensive study of a comparatively limited range is the most desirable characteristic of any curriculum; and, what is exceedingly important, as many of the subjects as possible should be relieved from the pressure of the examination. No artificial stimulus can wholly take the place of the teacher's sense of duty and his professional judgment.

Here again all necessary modifications should be at the option of the Board and the Principal. In other words, to meet the conditions of the different localities—conditions which will, in some respects, vary more and more as the years go by—we should have, within reasonable limits, greater flexibility and more local control of our courses of study. This is no new principle. A regulation now recognizes it in part: "In the case of pupils preparing for University Matriculation or taking the course for a Commercial Diploma, or where the Board introduces Manual Training or any other branch of technical education, on the recommendation of the Principal, less time may be given by the pupils concerned to one or more of the obligatory subjects of the High School course so as to meet as far as practicable the aims of the pupils."

Clause 9 of the present High Schools Act also gives the trustees of a school the power to prescribe the option to be taken at matriculation. All that is needed is a fuller recognition of the principle—a recognition, I may say, which would render unnecessary frequent and embarrassing changes in the Departmental Regulations. I should note here that, in a good many localities, particularly in the High Schools, Boards of Trustees take too little interest in the organization of their schools and throw too much responsibility upon the Principal. It is important that the latter should control the details of the organization and, within limits, the prescription of the duties of his assistants; but it would, I think, be well for our system if School Boards made themselves familiar with the requirements of their localities and decided which courses were to be taken up. A Bill introduced into the Legislature a year or so ago (but subsequently withdrawn) by the late Minister of Education contained a provision which, in my judgment, is a most desirable one. It threw upon the High School Boards the responsibility of the selection of the courses, a selection to be made at a special meeting to be held in the last quarter of the academical year. Some High School Boards are too ready, I find, to throw upon the Principal the responsibility of refusing to take up subjects, and I have known cases where the latter has been greatly embarrassed. The Principal, of course, being the expert in the subject, would be the main adviser, but Boards should not shirk their responsibility.

COURSES OF STUDY.

The following courses, in my judgment, conform to the general principles laid down above as far as it is possible to do so with due regard for all the interests involved. I deal here with the outlines: the details I will discuss further on.

Public School Courses.

My report is concerned chiefly with the High Schools; but some of the Public School courses are closely related to those of the High Schools through the Entrance and the Public School Leaving examinations, at which points pupils enter the High Schools. The interests of both classes of schools would, I believe, be served by the adoption of the following courses and examinations:

Fourth Form Subjects.

Reading, Writing, Spelling, Geography, Grammar, Composition, History, Arithmetic, Drawing, Hygiene and Nature Studies.

Subjects of High School Entrance Examination.

Group 1. Reading, Writing, Spelling, Geography, Grammar, Composition, Arithmetic.

Group II. Literature, History, Drawing, Hygiene, and Nature Study.

The papers for Group I. to be set as now by the Education Department; the answers to be valued and adjudicated upon finally as at present; and the teachers' formal confidential report to be given due consideration.

The examinations in the subjects of Group II. to be held by the Principal; and his report thereof, endorsed by the Public School Inspector, to be accepted by the High School Entrance Board.

Fifth Form Subjects.

Reading, Geography, Grammar, Composition, Arithmetic, Literature, History, Algebra, Euclid, Drawing, Book-keeping, Elementary Science (including Agriculture), and the languages (Latin, Greek, French, German) *when a competent teacher is available and the organization will permit.*

Public School Leaving Examination.

From all I can learn, the abolition of the Public School Leaving as an examination partly controlled by the Education Department would be contrary to the wishes of most of those connected with the Public Schools. It is probable, too, that, in the present temper of the people, its abolition would be followed by a partial collapse of educational effort. We may, however, adopt a scheme on the same lines as are the other proposed examinations. But it would, I hold, be unjustifiable to continue to dislocate the High School system in order to give the Public School Leaving a value for a teacher's certificate. The attendance at the Continuation Classes is on the same financial basis as is the attendance at the High Schools. If there is not enough zeal on the part of all concerned to induce the pupil to attend the Fifth form of the Public Schools, we should wait until there is. The sooner we give up attempting to induce pupils to take an education because it has a denominate value in dollars and cents, the better will it be for Ontario.

The following is the scheme I suggest for this examination:

Group I. Reading, Geography, Grammar, Composition, History, Arithmetic, Algebra, Euclid.

Group II. Literature, Drawing, Book-keeping, Elementary Science.

As in the case of the Entrance, the papers to be set by the Education Department on the subjects of Group I. and the examinations to be conducted by the same Board and in the same way, except as already noted, where the papers are to be used to test the qualifications of teachers in the districts and the less advanced counties. In this case, the papers must of necessity be examined and adjudicated upon by a central Board of Examiners; but the teacher's examinations and his general estimate of the candidate's fitness should be accepted as proposed below in the case of Teachers' Non-professional examinations.

High School Courses.

At present our programme recognizes only four forms. Practically, except in the smaller schools, there are at least five, where the work of Form IV. is taken up. In schools with four masters—the smallest number capable of doing effectively all the work of all the forms—Form II. has usually been divided. Now, however, owing to the abolition of the Primary and to the examination pressure on promotion, what is really the upper division of Form II. is frequently counted a division of Form III. To do the work of our programme with proper regard for both the pupil and the teacher, there should be five forms to correspond to the five years it actually takes the average entrant to complete the work. The necessary modifications of this division of forms would, of course, be made by the smaller as well as by the larger schools.

I submit, accordingly, the following scheme of subjects which may be taken up in each Form. It is made out on the basis of eight periods a day, and the number in brackets after each period shows the amount of time that should be devoted to each subject under normal conditions:

CURRICULUM OF SUBJECTS.

Form I. Reading (3), English Composition (4), English Literature (3), English Grammar (3), Arithmetic and Mensuration (4), Canadian History with elements of Civil Government and duties of citizenship (3), Geography—Political [first term] and Physical

[second term] (3), Elementary Science (3), Drawing and Writing (4), Physical Culture (3), Latin (5), Commercial course [special] (3), Manual Training with special Drawing (7), Domestic Art (3).

FORM II. Reading (2), English Composition (4), English Literature (3), English Grammar (3), Arithmetic and Mensuration (3), Algebra (4), Euclid [Second term] (3), Outlines of English History with civil government (3), Physical Geography [First term] (3), Elementary Science (3), Drawing (4), Commercial course (5), Latin (5), Greek (4), French (4), German (4), Manual Training with special drawing (10), Domestic Science (3).

FORM III. English Composition (3), English Literature including Reading (3), English Grammar (3), Arithmetic and Mensuration (3), Algebra (4), Euclid (3), Outlines of English History (3), Elementary Science (3), Physical Culture (3), Latin (5), Greek (4), French (4), German (4), Commercial course (8), Drawing (5), special technical work (10).

FORM IV (now Form III). English Composition (3), English Literature, including Reading (3), Ancient History with review of English History (4), Algebra (4), Euclid (3), Physics (5), Chemistry (5), Latin (7), Greek (4), French (5), German (4), Physical Culture (3), Special technical work (15), Drawing [Special Art Course] (5), Arithmetic and Mensuration, and English Grammar [special for teachers] (each 2).

FORM V (now Form IV.) English Composition and Rhetoric (2), English Literature, including Reading (4), English History [1492-1885] (3), Algebra (4), Euclid (3), Trigonometry (3), Chemistry (4), Physics (4), Biology or Mineralogy and Geology (4), Latin (7), Greek (5), French (5), German (5).

COURSES OF STUDY.

The subjects for matriculation and the preliminary professional examinations are prescribed by outside authority. Only those subjects, with Reading, Drawing and Writing, and Physical Culture, should be obligatory on candidates therefor.

The following is the general scheme of courses to be controlled by the Education Department:

Group I. Obligatory Subjects of Forms I—IV.

Reading, English Composition, English Literature, English Grammar (of Forms I.—III.), History, Geography, Arithmetic and Mensuration (of Forms I.—III.), Algebra, Euclid, Drawing and Writing (of Forms I. and II.) Elementary Science (of Forms I.—III.), Physical Culture.

Group II. Elective Courses.

One to be taken; not more, without the consent of the Principal.

(1) General Culture; (2) Domestic Science and Art; (3) Commercial; (4) Agricultural; (5) Technical; (6) Art Course; (7) Teachers' non-professional.

As to group I.: The subjects are those which should be taken by the average pupil who is to remain at school for at least four years after having passed the Entrance examination. The High School Principal should have the power to omit or modify any of them in the case of pupils for whose physical or mental capacities they are unsuitable, to whose future calling they are not adapted, or whose attendance is likely to be too short for them to derive proper benefit from a partial course. Under this scheme all the necessary flexibility is secured. In the last case, too, the pupil should be permitted to take the commercial course with Form II. or, if necessary, a special class of Form I.

As to group II.: The subjects for the teachers' non-professional examinations are fixed by the Education Department. Those for the other elective courses, as regards both their number and their details, should be at the discretion of the High School Board, within such necessary limitations as may be set by the Regulations.

Of the subjects of Form V. English Composition, English Literature, and History should be obligatory; the others, elective, any four being regarded as a full course, subject to the same conditions as are the subjects for forms I.-IV.

Teachers' Non-Professional Examinations.

The only High School examinations controlled by the Education Department would be the two teachers' non-professional examinations. The following schemes are in line with those I have proposed for the other examinations:

FIRST EXAMINATION.

Group I. Subjects of Form IV.: English Composition, English Literature, English Grammar, English and Ancient History, Arithmetic, Algebra, Euclid, Physics, Chemistry.

Group II. Reading (of Forms I.—IV. inclusive), Book-keeping (of Form II.), Drawing (of Forms I. and II.), Geography (of Forms I. and II.), Elementary Science (of Forms I.—III. inclusive).

In the subjects of group I. the Education Department would examine as at present, the teachers' estimate being given due weight. In those of group II. the Principal and his staff would examine, and their report would be accepted by the Educational Council, when endorsed by the High School Inspector or other authorized Departmental officers. Under this scheme no certificate should be valid except that of a High School or Collegiate Institute Principal or of the Principal and staff of a Continuation Class in a Public School (or in a Private School of a similar character) equipped and organized satisfactorily, as reported by an officer of the Education Department. Practically such Public or Private Schools would be High Schools with a more limited programme. In the case of pupils coming from other schools where they have done some of the work, the Principal of the High School would not grant the certificate until he is satisfied as to the competency of the candidate. It is a necessity of the educational situation in the Province that the work of preparing teachers should be done in the High Schools, and it is desirable to recognize local interests. But it would be a grievous calamity to education if the interests of the large majority of the pupils were sacrificed as is now too often the case, to enable ambitious Boards and School officers to attempt work beyond the capabilities and necessities of the Public Schools.

SECOND EXAMINATION.

Subjects of Form V. English Composition and Rhetoric, English Literature (including texts of Form IV.), English History, Algebra, Euclid, Trigonometry, Physics, Chemistry, Biology (or Mineralogy and Geology), and Latin (including texts of Form IV).

On these subjects, as now, the Education Department would hold the examination; but the Principal and teacher's certificate that the work in Science had been taken up practically (endorsed by the High School Inspector) would be accepted in lieu of the present practical examinations in that department.

The examination to be taken at one time, or to be divided into two parts and taken at different times as follows:

Part I. (to be taken first): English Composition and Rhetoric, English Literature, English History, Algebra, Euclid, Trigonometry.

Part II. English Composition and Rhetoric, Algebra, Chemistry, Physics, Biology, (or Mineralogy and Geology), Latin.

The examinations in the two most important English and Mathematical subjects are repeated in Part II.; so that, when the candidate passes, he will have them fresh in his mind.

Candidates who, in addition to the certificate of competency in certain subjects required for the first examination, present also a certificate from the High School Principal that they have passed a satisfactory examination in Arithmetic and Mensuration and English Grammar, to be allowed to take the second examination without passing the first.

It is proposed to divide the examination into two parts, as now, for the following reasons:

(1) Such division will lessen the examination pressure. Few candidates but those of good ability who have taken the regular course in the Forms, could pass in all the subjects at one time; and yet all are necessary parts of the teachers' preparation or are needed for culture.

(2) Teachers could prepare at home wholly or partly for Part I.

(3) Teachers who wished to matriculate from this Form could do so without any great effort by adding to the subjects of Part II. the other language prescribed by the universities.

REMARKS ON THE COURSES.

It is unnecessary in a report like this to attempt to give the details of the different courses. If the principles of construction are accepted, the details can be readily supplied. I must, however, add some remarks in explanation of the proposed curriculum.

High School Entrance Standard.

The average age last year of the entrance class of the Hamilton Collegiate Institute was 14 years and 3 months; and, as Principal Thompson tells me, it seems to be impossible to have pupils ready any earlier. The Hamilton Public Schools are of the highest type we have, and this may be taken as the best that can be done properly under our system. I have no sympathy with those who advocate the admission of pupils when they are 9 or 10 years old. But they should enter earlier than now. Probably the least defensible proposal ever submitted to the Education Department was one to begin the High School course after the subjects of the Public School course have been completed. True, this is the general rule in many parts of the United States. No one, however, who knows the situation can maintain that, in the subjects that are the mainstay of liberal culture, the product of the American High School is to be compared with the product of the secondary schools of Great Britain or Germany. But this is not the rule in the most advanced cities. In Boston, with its nine grammar grades, besides coming from the highest, pupils enter from the sixth (over eleven years of age); and in other cities, as in Brookline, provision has to be made for the languages in the two highest grammar grades. So far as our entrance classes are concerned, the opinion of many educationalists of this Province—in which I heartily concur—is that enough of energy is now expended by both pupil and teacher to reach a proper standard at 13, or thereabouts. What is chiefly needed, is the rationalization of our methods of teaching and examining.

English.

The general aim of a course in English should be to impart a knowledge of the structure of the language, to develop ease, fluency, and correctness in both oral and written speech, and to give an acquaintance with and a taste for our finest literature. Systematic composition and wide and well chosen courses of reading are the main objective points. In our Public Schools, grammar is, I believe, begun too soon. Form IV. is early enough, and the scope of the subject for a boy of 11 or 12 is narrow, indeed. The attempt, too, to train him to give reasons for the correction of "false syntax," except in the simplest cases, is a useless one. He has neither the logical power nor the necessary knowledge. The same remark applies in a degree to the first year in the High School. For the ordinary pupil, the subject should not be made an important one until the second and third years of the High School course, and then less of the analysis and parsing that sometimes form the staple of the teaching is much to be desired. Special arrangements for teachers must be made, but these need not interfere with the general interests. As to English composition: this subject should be emphasized throughout the whole school course: to be able to marshal our thoughts in suitable language is the highest product of culture. Owing to the pressure of the plucking subjects, English composition now suffers from comparative neglect in both the High and the Public Schools. Oral reading, also, as I have shown, should have more attention. Besides being a most admirable culture subject, it is the best means of systematically removing the defects of enunciation and expression, to which the young Canadian is especially prone. It is an unfortunate necessity of the situation that so much time has to be spent in formal reading in the High Schools; they have now to make up for the defects of the Public Schools. In literature, our courses are also in need of amendment. Reading must be both intelligible and intelligent. The examination in oral reading will test the intelligibility, and, under proper training, the intelligence: I propose to test the latter more fully at the Entrance and Public School Leaving by a paper similar to the present "literature" one, but constructed with this object solely in view. Until most pupils are at least 16 or 17 years of age, the sense of literary beauty is very small;

but we may cultivate the taste for good literature by directing the reading from the first. No one supposes, I am sure, that our present grind over the prescribed selections in the Public School Reader can do this. Supplementary reading and the present freedom in the lower forms of the High Schools (whence the High School Reader should be banished), conjoined with the greater maturity of the pupil and the vivifying influence of a cultured teacher produce more satisfactory results. Even here, however, there is much room for improvement. The American scheme is, in many respects, a better one than ours. In it, generally, a course of reading, consisting of a dozen or more suitable books, is laid out for each school grade, beginning usually with the second in the Grammar School. The books are provided either by the Boards, or, as I will show later, by the Public Libraries, and the subject is made an important feature of the course.

The following extract from the report of the Superintendent of the Utica Schools shows what is being done there in the Grammar Schools; a similar scheme is followed in all the High Schools I visited:

> In our curriculum, three courses in reading are provided: one for the regular exercises during school hours, one for teachers to read to the pupils, and one for the pupils to read out of school. Each of these has its special purpose and province. The first is the ordinary reading work of schools, and is designed to furnish the main opportunities for teaching the pupils to read. The second should be used to impart information, to set good models of reading, to interest the children in good reading and noble themes, and to inspire them with high ideals and lofty purposes. In the third course, teachers may do very much to direct the reading of the pupils into right channels, and to cultivate the habit of reading only good literature. One plan for getting the pupils to read the desired books and for deriving the most good from such reading, would be for each teacher to have charge of a certain part of the pupils with reference to this outside reading—to advise as to books to be read, to discuss books when they have been read, and to keep account of the reading done. In order to get credit for reading any book the pupil must report it to his teacher and give such an account of the book as may be required by the teacher. Teachers will keep a record of books thus reported and discussed.

This is what I mean by "Literature" in the scheme for our Public School Entrance and Leaving. The examination there spoken of is one that could be conducted by the teacher in any way and at as many times as he pleased.

The course should be introduced by each local board, as circumstances might permit. The progress of the rest of the Province need not be kept back because of the financial weakness or the indifference of some localities. Besides the usual literature examinations of Forms IV. and V. of the High schools, a similar certificate should be expected from the Principal of the High school. Here there would be less difficulty; for most of our High schools have fair libraries, and it will be easy to utilize the public one. I should add to this statement in regard to English, that, in many parts of the Province, the prescription of a spelling book out of which the dictation is to be taken, is felt to be another wrench of the examination screw. The propriety of the prescription is also more than doubtful from the educational point of view.

History and Geography.

Probably no subjects press more heavily on Form IV. of the Public schools than history and geography. The former has always been a grievance, and the necessary memorization of details connected with both has been proved to be excessive. In the proposed scheme for the Entrance examination, the course and the examination in history are to be left to the staff, and it should be understood that the course and the paper in geography will be less exacting. The amount of geographical knowledge that serves the ordinary citizen is by no means great. When he needs a fact that he does not know, he simply hunts it up. It is worth more to know where to find and how to use details of current value than it is to have burdened the mind with a load that soon becomes obsolete. In the High school, a few months' special study is ample. No new text book is needed; the Public school geography contains enough, and the subject in its political and commercial aspects should be taken up in connection with history. Physical geography, "the study of the physical environment of man," is the side of the subject that connects it with science. It is a High school subject and should be made an important one. As we count time, its facts are permanent, and it lends itself readily to the best kind of training. In the American schools it is made as practical as possible; trips being taken, especially in the large cities, to observe and discuss the character and phenomena

of the surrounding country. Most of our pupils need only to have their eyes opened to their surroundings. The following course is from the report of the Committee on College Entrance requirements for 1899, and shows what some aim at in teaching physical geography; books of reference, no text books, are used:

Figures in parentheses indicate the number of hours for each exercise.

Cause of day and night, and extent of sunlight over surface, (1). Determination of latitude, north and south line, and high noon, (1). Determination of difference of longitude by sending watch, (1). Finding variation of local and standard time, (1). Making maps on different projections, (4). Study of ocean-current maps, (1). Study of tide charts, (1). Study of map of the world, showing heights of land and depth of sea, (2) Difference in temperature between the top and bottom of a hill, (1). Finding height of hill or building by barometer, (1). Determination of dew-point, (1). Making isotherm and isobar maps from furnished data, (4). Study and reproduction of weather map, (1). Predictions from weather maps (written with reasons), (2). Observations of rain-fall, temperature, velocity of the winds, etc. Determination of the amount of snow-fall and the amount of water produced by an inch of snow, (1). Observations of ground temperatures, depth of frost, etc. Making contour and hachure maps from small models, (2). Drawing cross-sections from contour maps, (4). Written descriptions of models, (4). Picture-reading (written description), (4). Map-reading (written description), (4). Reproduction of contour map in hachures, (1). Making map of small area in neighbourhood, (1). Planning of journey, with study of country to be seen, (4). Determination of the amount of sediment carried by a stream, (1). Study of rocks and minerals, (10). Study of erosion by sprinkling-pot, (2). In fall, four excursions, one a week, (8). Four excursions in spring, (8).

As to history; until a pupil's logical powers are fairly developed, the study of history is usually little better than the memorization and connection of useful facts. This and the practical aspects of the subject have been kept in view in the construction of the High School course in the subject. The ancient history for Form IV. (now Form III.) is not simply the limited period for University matriculation, but such a course in Greek and Roman History as is contained in *Myers' Ancient History* (Ginn & Co, New York). Such an outline would give the ordinary student a fair idea of the whole subject. The University student has advantages not enjoyed by the large majority of those who take the High School course. It is unfortunate that our Form V. pupils cannot be given an outline of European history; but, with our methods and ideas, the course proposed is probably all that can be safely attempted at present.

Mathematics.

Around this department have been fought some of the fiercest fights of the educational arena. Of late years it "has fallen on evil days and evil tongues." Some sorrowful spirits still sigh for the golden days of its supremacy; but the large majority of the mathematical men are now at least as reasonable in their pretensions as are the members of the other departments. They complain, and I think justly, that the unification of the teachers' with the matriculation pass examination has lowered unnecessarily the standard of scholarship in mathematics, and they see, in this lowering of the standard a reason for the separation of the examinations. The same objection holds with English masters in the case of English grammar. It is to be hoped that any new course of study will provide suitable training in the two subjects which are of special importance for the Public School teacher. Ten year or so ago arithmetic and English grammar were banished from the U. S High Schools. The Boston programme, given further on, shows that they are being reinstated. In some schools I found them "reviewed" in the last year of the course.

So far as my knowledge of the situation goes, not much fault can be found with the details of the courses in mathematics. Some complain that there is too great a gap between the algebra of Form IV. and that of Form V., and some would like to see modern geometry substituted for euclid. But the gap is due chiefly to the examination standards; and, until the University of Toronto sees fit to banish euclid, the latter subject need not be discussed. The faults of our mathematical courses are rather faults of method. As to the entrant from the Public School, the facts warrant the statement that he is too often inaccurate in mechanical work and ignorant of some important parts of elementary arithmetic. To quote the words of one of our most experienced mathematical principals in a district where the public schools are of good standing: "Not one student in ten who come to our High School can perform operations involving the four simple rules rapidly and accurately. This is due, I think, to the immense amount of time spent in the higher

forms in solving problems, and in hair splitting analysis of the logic of the solutions; the latter being, with junior students, a sheer waste of time. In some schools in this district one hour and a-half a day is spent by the senior classes in arithmetic alone, and yet they come to us unable to do the work expected of a clerk in a store or in a bank."

The principal of one of our leading collegiate institutes expresses himself thus:

"My experience with pupils coming from the public schools is that they are sadly deficient in the elementary rules. They are exceedingly inaccurate in all mechanical work and seem to know next to nothing of fractions, vulgar or decimal. I think that, in the public schools, some attention should be given to mechanical work and mental arithmetic. Whatever course is laid down, the teaching will be largely governed by the character of the papers set. The examiner should be carefully instructed regarding the class of questions to be asked."

I may add to this that similar complaints are by no means unfrequent as to the character of the work done in many of the High Schools. The fact is our examination ons have had too much control, too little has been left to the good sense of the different localities, and in our zeal for logical training we have ignored too much the claims of practical life.

The Languages.

I have already pointed out what is probably the chief defect of our language teaching—the neglect of pronunciation. So far as my judgment goes, our courses of study are good; what we need is a better standard of scholarship; pupils pass the examinations far too easily. I have known of some who have passed the Junior Leaving in Latin, for example, after three months' preparation. Six months is not an unusual limit, and a year is common. Indeed, in many cases, the second language for the Senior Leaving (in the honor course, be it remembered) has been got up from Sept. to July: I have found pupils reading Plato after a three months' preliminary course in Greek. Under these circumstances the complaint from the Universities that our schools do not (it is held, I believe, that they cannot) prepare students for matriculation by the time they are 17 is unreasonable. Our language departments are manned with honor university graduates; all that is needed is for the universities to set a proper standard, and the schools will adapt themselves to it. Subjects that are now emphasized too much as the result of other examinations will receive less attention, and the matriculant will be properly prepared in a reasonable time. Everything in the schools follows the flag of the examination.

It is held, I believe, in some quarters, not only that language study should be begun earlier, but that we should aim at a conversational knowledge in the case of French and German. I have already pointed out that there is ground for holding that the pupil now enters the High School too late; but there is no good ground for the second complaint. The ability to converse in French or German is for us of secondary importance. In our High Schools, practice of this kind is of importance only as a means of securing the higher objects of scholarship and literary culture. The amount of time necessary to obtain a conversational command of a language cannot possibly be given in our schools; and, as a matter of fact, it is not given in any University in Ontario. Even if it could, our geographical position and our trade relations are such that it would not now be of practical value to one in five hundred. The situation is of course, different in Germany and in other countries in Europe where a colloquial acquaintance with modern languages has a commercial value and where the teachers can themselves speak the foreign language. How many of our honor university graduates can do this? No system can be copied for Ontario: we have our own peculiar needs.

Obligatory Latin and optional French for teachers' certificates have created very large classes in these languages in our High Schools, classes too often, necessarily, very badly organized. The abolition of this provision would reduce the number, and would give the teacher the opportunity he has not now, to do individual teaching. Latin is too highly esteemed as an element of culture even by the *vulgus profanum*, and French and German are of too much practical value, ever to be relegated to a subordinate place in our Schools. Neither the modern languages nor the classical master need fear that he will be reduced to the straits of Othello; his occupation will not be gone.

Science.

The course in science proposed begins with Nature Study in the lowest grades of the Public Schools, to be continued throughout into the Elementary Science of Forms I., II. and III. of the High Schools, and is to be completed by a systematic course in Physics, Chemistry, and Biology (or Mineralogy and Geology) in Forms IV. and V.

Nature Study or, as it is called in the British schools, "Object lessons in Science," and in the German schools, "Naturbeschreibung," is a term of wide and varying significance. Its content is not definitely settled, nor should it be; but teachers have come to include within its meaning the study of plants, animals, and simple natural phenomenon. I quote from the report of one of the American School superintendents:

Nature study furnishes a most valuable means of training the child to observe carefully and describe exactly; of developing the power to see, to think about what is seen, and to draw correct conclusions.

In all the work in nature study, the aim should be to foster the child's love for out-of-door life, to lead him to see the wonders and beauties in nature, and to rouse an abiding interest in and reverence for all God's creations. It may thus be made a means also of cultivating the child's higher nature and of awakening and training the feelings which constitute the basis of moral character. Facts will be collected, names will be learned incidentally, as a convenience in expressing the phenomena observed, but the mind will be occupied with the life and purpose of the plant or animal observed and the adaptation of the parts to the work to be performed.

The material to be used in the study of plants and animals should vary with the season rather than with the grade of the class, the same material being adapted to the different ideas to be impressed from year to year. It should be used also as the material for drawing lessons that the result may show whether the pupils have really seen what it was desired they should see, and that opportunity may be afforded for applying principles learned in other drawing lessons.

Literary gems, simple ones to be read or learned by the pupils, more difficult ones to be read to the class by the teacher, can be associated with the nature work at every step.

No definite programme can be made on this subject; and none should be attempted. But, in order to give some definiteness to the proposal, I insert the suggestive scheme now in use in the first six grades of the Utica Grammar School; it is found in a work for teachers prepared by Prof. Scott of the Oswego State Normal School:

Grade I. PLANTS.—One or two plants as wholes, formation and dissemination of seeds, fruits, evergreens, buds, life history of bean or pea, one tree observed throughout year.

ANIMALS.—Caterpillars and butterflies, snails, birds, shelter and protection of animals and men.

Grade II. PLANTS.—Two whole plants, (one a composite), dissemination of seeds, falling and color of leaves, fruits, grains, development of buds, life history of bean and pea, two trees observed throughout year.

ANIMALS.—Caterpillars and butterflies, crickets or grasshoppers, spiders, snails, snail and clam shells, domestic mammals, flight and return of the birds, habits of two or three birds.

PHYSICS.—Water, its forms and work. Air, its presence and uses.

Grade III. PLANTS.—Flowers, grains, vegetables, preparation of plants for winter, evergreens, buds, germination, forms and structure of leaves, tree flowers, life history of two unlike plants, two unlike trees, compared throughout year.

ANIMALS.—Spiders, ants, bees, beetles, or flies and their larvæ, crayfish, fish, turtle or frog, corals, birds.

MINERALS.—Fossils and limestone, quartz, soil-making, and formation of valleys.

PHYSICS.—Heat, its sources and effects upon solids, liquids and gases.

Grade IV. PLANTS.—Roots and stems, their forms and structure; leaves, their function, form and structure; careful observation of one or two trees for entire year; one or two whole plants.

ANIMALS.—Insects not studied before; some classification of insects; earthworm, habits and structure; mammals and other vertebrates; starfish and corals.

MINERALS.—Sandstone and stratified rock; granite rocks, formation, properties, transportation (by glaciers), and uses; soil-making and formation of valleys reviewed.

PHYSICS.—Heat; production, absorption, radiation, conduction and effects.

Grade V. PLANTS.—Ferns, two or three additional trees studied.

ANIMALS.—Articulates, including jointed limbed animals and worms, their life history, (development from egg), habits, relation to man, structure and classification.

PHYSICS.—Gravitation, pressure of liquids, and pressure of air.

Grade VI. PLANTS.—Flowers and fertilization, dissemination of seeds, preparation of plants for winter.

ANIMALS.—Insects and birds; life history, relation to environment and man, structure and classification,

PHYSICS.—Capillarity and osmosis, lever, pulley, wheel and axle, and inclined plane.

Nor should we attempt to make out a rigid programme for the Elementary Science of Forms I-III of the High Schools. In it also, no text books should be used by the pupils. A suggestive outline might be given, but the details and the order of the subjects should be worked out by the teacher to suit his environments and the necessities of his pupils. As far as possible the pupil's eyes should be opened to the processes of nature around him, and he should be trained to understand them as far as it is possible

to do so. The course should consist of the elementary conceptions of physics, chemistry, and mineralogy and geology, with studies of plants and animals. As with nature study, the course should be given, when desired, an agricultural turn. The details in biology will present more difficulty than those in the other subjects. The following schemes will give an idea of what is proposed :

Studies of Plants.—Early fall and spring. The study of a typical plant, to become acquainted with the chief plant structures—root, stem, leaf, flower; functions of each structure ; requirements for the existence and perpetuation of plants ; variations in form and position of the various parts to meet the necessary conditions of living ; the struggle for existence. Some plant diseases—black knot, rust, leaf curl, smut (corn).

Studies of Animals.—Collection during fall months of the coccoons of various insects, especially those injurious to vegetation, and their preservation in suitable boxes through the winter ; the practical study of these in the spring as they emerge from their coccoons, the imago, egg, larva, and pupa and so far as possible, the life history of each ; the study of the external features, habits and life history of the army worm, the tent caterpillar, the pea-weevil, bark lice, the codling moth, the cabbage butterfly. Full observations of the migrations of birds, records kept, similar observations in the spring of the returning birds and records of the order of arrival ; their spring habits and fall habits ; their plumage, song ; resident winter birds and other animals, their adaptations for this climate ; birds and animals beneficial and injurious to the agriculturalist and horticulturalist ; general observations on animals, to become acquainted with various adaptations for securing food, for self-defence, rivalry, defence of young, meeting the conditions of their surroundings ; community life as seen in bees and ants ; some animal parasites and the resulting degeneration.

What should be aimed at in the teaching may be gathered from *Studies of Plants and Animals* (D. C. Heath & Co., Boston), which I saw in use in the Englewood and Hyde Park High Schools, Chicago.

In Forms IV and V, where the work should be taken up systematically, physics and chemistry should be made as practical as possible, and the agricultural applications of biology should be continued. To the present course in Form IV (now III) chemistry, for example, the following might be added :

Certain elements whose compounds are used in many industrial occupations ; calcium and its compounds used in constructive work ; sodium and its compounds used in the arts and manufacturers ; aluminum, the uses of the metal and its compounds in the arts, &c. Silicon and iron.

A study of the compounds (their nature and action) used in the household for cooking and for cleansing ; common adulterations and how to detect them ; common poisons and their antidotes ; germicides ; the elements of sanitation.

In many parts of the province I have found a desire for a course in mineralogy and geology instead of the present one in Biology. In view of our vast mineral resources, the desire is a natural one and might be gratified without embarassing the schools if it were allowed where the biology of Form V will not be taken up. The elements of the latter subject would be provided for in the Elementary Science of Forms I-III. The following is to be credited to Prof. Miller, of the Kingston School of Mines :

PROPOSED COURSE IN GEOLOGY FOR FORM V.

1. Brief outline of the theory of the origin of the earth and other members of the solar system.
2. Planetary relations of the earth.
3. The Atmosphere } Treated in a general way as the envelopes of the solid
   Water } earth.
4. Solid crust and probable nature of the earth's interior.
5. General chemical composition of the crust.
6. Meaning of term Mineral ; crystalline state of matter.
7. Meaning of terms Hardness, Streak, Lustre, and Specific Gravity, as applied to Minerals.
8. General chemical composition and physical characters (Hardness, etc.) of Graphite, Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite.

9. The rock-forming minerals Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Riotite, Hornblende, Pyroxene and Olivene.

10. The use of a simple table for the determination of common minerals.

11. The terms mineral, rock, ore compared.

12. Classification of rocks:—A. Igneous, B. Aqueous, C. Metamorphic. Examination of hand specimens of the following members of each class:—

A. Igneous Rocks.

1. Plutonic—Granite, Syenite, Diorite. Gabbro.

2. Volcanic—Rhyolite, with pitchstone and pumice, Trachyte, Andesite, Basalt, Diabase.

B. Aqueous Rocks.

Conglomerate, Sandstone, Shale, and Limestone.

C. Metamorphic Rocks.

Quartzite, Slate, Marble, Mica Schist, Gneiss.

13. Volcanic Action:—

Causes of volcanic action and description of the products of the action. Distribution of volcanoes and evidence of their former existence in Ontario.

14. Earthquakes:—Upheaval and subsidence of the earth's crust.

15. General Geological effects produced by Heat, Air, Water, Life.

16. Stratification—illustrated by beds of sand, clay, rock.

17. Bosses, Dykes, Veins, Foliation, Dip and Strike, Anticline, Syncline, Faults—meaning and illustration of.

18. Character and use of Fossils.

19. Outline of Geological History.

20. A general Geological map of Canada and of Ontario.

Age of the earth (data used in estimation of).

Practical study of the course.

The course proposed above aims at giving

(1) that general knowledge of the subject which a liberal education demands;

(2) that knowledge of minerals, their composition, occurrence, distribution and tests, of value to all specially interested in mining operations—the miner, prospector, mining broker, explorer, etc.;

(3) a knowledge of the interdependence of agriculture, forestry, &c., and geological phenomena and agencies.

The course may be carried out practically by

(1) making use of the collections of rocks and minerals sent out, on application, by the Geological Survey at Ottawa. (No.'s 7-12 in the above course may thus be studied)

(2) by short field excursions to gravel and sand pits, clay beds and limestone exposures for No.'s 15, 16 and 12 B, at the same time studying the formation, composition and physical and chemical characters of the soil.

Geological maps of Canada and Ontario for No. 20 may be obtained from the Survey at Ottawa or the Bureau of Mines, Toronto.

In certain schools favorably situated, other phenomena, for example, 17 and 18 may be illustrated by excursions to actual occurrences.

It is further proposed that the course in Chemistry be so related to the course in Geology and Mineralogy here outlined, that each will gain from the study of the other.

To show what may be done in a practical way in science I quote from a letter to me from Dr. Muldrew, now principal of the Gravenhurst High School; the Arboretum he speaks of is in the school grounds:

"While teaching in Madoc I found it both easy and interesting with the aid of students from different localities to make almost a complete collection of the minerals found so extensively in that part of the province. In Gravenhurst it has been found more practicable and more useful to establish in the same way and for a like purpose an arboretum, where nearly all the indigenous trees and shrubs of the northern forest belt may be seen and studied. There is everywhere abundance of material, for the method is far superior to the matter and when properly presented such work cannot fail to interest permanently. Besides being of great worth in itself, such work is the best introduction to specialized study and will be found equally valuable whether leading to the farm or the University."

Drawing.

The work in Drawing is probably the least satisfactory in our schools. In many localities its value is reported to be small from almost every point of view. The course itself is satisfactory so far as it goes, but it should be more extensive, and our teachers should be be better trained. Few, indeed, have had any artistic training. The work I saw in the American Grammar Schools is ahead of that in even our best High Schools. In the American High Schools, it is usually excellent, consisting of industrial drawing of all kinds, drawing from casts and sometimes the living model. Painting in water colors is also common in all the courses. I may say in passing that I did not see or hear of a drawing book; the teacher does the work. The course in Drawing must be emphasized in our schools, for it is the only manual training most pupils can get.

I give below an illustration of what is done in the American schools. The curriculum is that of the W. T. Lincoln Grammar School of Brookline.

Kindergarten: Illustration of stories by blackboard drawing in construction.

Grade I. Autumn: Drawing of fruits and vegetables with brush and color. Train the eye to see large, simple masses. Muscular control is gained through use of brush.

Winter: Large objects, toys, dolls, animals and other things in which children are interested, drawn with color and brush.

Spring: Plant and animal life, buds, twigs, leaves, flowers, birds and insects. Use of water-color and colored crayon.

Grade II. Subject matter of Grade I. enlarged.

Grade III. Autumn: Drawing of autumn flowers, leaves, berries and pods in color. Study of curled leaves, pods, seeds and dried grasses with care in arrangement, using pencil, colored crayon or brush.

Winter: Connect drawing with history, literature and geography, using many pictures and illustrating each subject by child's free expression.

Spring: Study of life in the vegetable and animal world. Special study of buds and twigs to discover processes of growth.

Grade IV. Continue work of third grade, and introduce study of drawings by early Italian masters when feasible: Giotto and his followers.

Grade V. Autumn: Drawing in ink or color, fruits and vegetables, including branch or entire plant. Drawings large, with care for arrangement. Draw also birds, insects, geological specimens Connect with science and geography. Drawing of pods, berries and sections, with study of arrangement of seeds.

Winter: Invention. Arrangement of straight lines, squares and rectangles. Use motives found in autumn pods, berries and sections for simple repeats. Design Christmas cards, using holly or mistletoe. Simple exercises in composition drawing of line and mass, pose and object drawing in color, ink, or pencil.

Spring: Flowers, leaves, insects and bird life. Care in arrangement.

Grade VI. Continue work of fifth grade, enlarging the winter design work and in the spring using flowers, leaves and insects as motives for design.

Grade VII. Autumn: Flowers and fruits in color; landscape composition; section of vegetables, pods and nuts as motives for design.

Winter: Designs from autumn studies in balanced forms. Invention. Study of good examples of art in photography. Draw rectangular forms with attention to proportion and mass. Connect pose drawing with history, literature, and geography.

Spring: Drawing from pictures for analysis of line and mass in landscape. Sketching from window landscape, roofs or houses, also from doorways, halls or corners of school-room. Study of flowers and leaves with brush in color and ink. Arrangement in rectangles or circles.

Grade VIII. Continue work of grade seven, enlarging the winter design and spring landscape work.

Grade IX. Autumn: Landscape composition. Drawing in line and mass, from reproductions of pictures by Corot, Millet, etc. Inventive landscapes. Color used in flat wash in landscape composition. Enlarged drawings of sections of pods, vegetables, etc. Connect with nature study.

Winter: Invention: Motives obtained above used in surface repeats in black and white and color. Frequent study of good photogaraphs for design and drawings of old masters. Object drawing and pose drawing in costume to connect with history and literature.

Spring: Large drawings of flowers for decorative use in tile plate and surface repeats.

Landscape sketching from windows and figure drawing.

PROPOSED DRAWING COURSE FOR ONTARIO SCHOOLS.

To give definiteness to my suggestions, I submit the following as a course in Drawing which may be taken up when we have competent teachers and the present examination pressure is reduced or removed:

PUBLIC SCHOOLS.

1. *Object Drawing.* This should in the lowest forms be co-related with Nature study, pupils being taught the drawing of familiar natural objects, such as leaves, flowers, fruits, etc. The objects should be of such a character and so placed as to avoid perspective positions. Memory drawing of the same and similar objects should follow the drawing from the models. The drawing should at first be made in light broken out-

line as unlike ruling as possible. Shading should be introduced at an early stage, but should at first be a mere suggestion.

Young children take a special interest in color. The drawing of natural objects in color may, therefore, with profit be begun in the second form. In fact in some of the schools of the United States excellent work in color is done by pupils in the lowest grades.

In Form III. the drawing of models of rectangle forms in perspective positions may be introduced, but all technical terms should be avoided. The main aim here should be to teach pupils to see objects and to draw them as they really present themselves.

2. *Designing.* Designing of every kind comes next to the freehand drawing of objects in its adaptability to public school work. It should embrace the principles requisite for the invention of patterns suitable for fabrics, wall-papers, tile-floors, etc. A beginning can be made with the youngest pupils in outlining patterns. The spaces may afterwards be filled in with flat color as is done in the making of maps. This is an excellent beginning for more advanced full-colored shaded work.

3. *Copying.* Copying from drawings should be resorted to sparingly, and when demanded of pupils should be mainly for the purpose of improving technique and furnishing ideas for designs.

4. *Elementary Projection.* Where manual training is carried on in Public School classes, the drawing of plans, sections, etc., will of course form a part of all constructive exercises. As commonly taught apart from such exercises, this kind of drawing has but little value.

5. In addition to the subjects already mentioned what may be called Inventive Drawing such as the illustration of lessons, the drawing of imaginary scenes, etc., forms an excellent exercise for the higher forms.

High Schools.

I. *Lower Forms.*

The High School drawing course continuing the Public School course should consist of :—

1. Advanced work in drawing from models in (*a*) light and shade, (*b*) color.
2. Memory drawing both in outline and shade.
3. Simple principles of free hand perspective, introducing the more simple terms.
4. Incentive illustrative drawing.
5. Ornamental design, using outline and outline and color, introducing practical geometry and showing its application to design.

II. *Upper Forms.*

1. Advanced drawing from objects and outdoor work from nature.
2. Charcoal drawing from casts.
3. Ornamental design with color.
4. Projection of solids.
5. Machine drawing with instruments.
6. Styles of architecture and simple architectural drawing.

Teachers' Examinations.

If we are to have Nature Study in our Public Schools, we must prescribe for the teachers' non-professional examinations, our science courses with their practical applications. In the Normal and Model Schools, the teacher will be trained on the pedagogical side, but the High Schools must provide the main part of the instruction. The abolition of the options for this examination which is the goal of most of the effort in the schools, will do much to reduce the general pressure, and the prescription of Latin for the higher grade should ensure wider culture for the man or woman who makes teaching a profession. I have pointed out already serious results that have followed from making Latin obligatory for the lower grades. I add the following considerations:

(1.) Many pupils now enter Form II and even Form III without any preparation in Latin. Disorganization of the form and a hurried cram of the subject naturally follow.

(2) All pupils, especially those described in (1) above, spend more time on their Latin at home than on almost any other subject—sometimes more than on all the others put together.

(3) The result of (2) is that insufficient time is given to preparation in the Public School subjects. Latin is, of course, not wholly to blame, but it is the most important factor in the result.

(4.) The arguments advanced for the study of Latin are the language and the logical training it gives. The one great argument—the inestimable value of its literature—cannot be urged in the case of the large majority of those who take it up in our Schools. Its value in the elementary stages will always be a matter of opinion. In my humble opinion, the discipline of classical study in the stage at which the large majority of our pupils finish it, can be obtained better from studies which touch more closely the practical life of the large body of our population.

But these objections do not hold the same exte t against Latin for the second examination. The course represents some culture if the standard is a really good one. No unnecessary pressure will be put upon the pupils of Form I. Many intending teachers will take some Latin before they reach Form V.; and the few who do not, can take two years to prepare Part II. There is force in the objection that the existence of this requirement for the higher and not for the lower grade may prevent some from going on. But, if the standard of the first examination is raised, and especially if salaries increase, it will be worth the teacher's while to prepare himself for the higher grade. I may add that the teacher's courses, while not necessarily identical with those for the University, should include the work therefor, so that no barrier would be placed in the way of those who desire to take a University course. May the time soon come when all our Public and Highschool masters shall be the cultured products of the best University life !

Practical Courses.

In the commercial course, as now, book-keeping and commercial transactions, stenography and type-writing would constitute a part, the obligatory subjects being all taken except, perhaps, euclid and algebra, in the case of those who remain at school for only a year or so. Flexibility in this course is much to be desired. As to domestic science and manual and technical training, I suggest no detailed courses, partly because my own experience is limited and partly because the details should be left to the Board and a competent staff. In a technical education, English, Mathematics and Science—the last two in their practical applications—should always form an important part, and in the other courses, the obligatory subjects should be prescribed.

AGRICULTURE.

One subject yet remains, representing probably the most important interest in Ontario. Is nothing to be done in our schools for Agriculture? The question of agricultural teaching was one of those considered by the Imperial Commissioners for Ireland on Manual Training and Practical Instruction. The following quotation puts the case admirably even for Ontario :

We are strongly of opinion that even if the instruction were more efficiently given, the subject of Practical Farming forms no fitting part of the programme of a primary school. The details of the art of agriculture can only be learned by practice on a farm and by pupils who are, as a rule, beyond the usual primary school age. The attempt to teach these details theoretically to children of school age can be of little profit. As regards the scientific aspect of agriculture on the other hand, some preliminary training in the simplest elements of Natural and Physical Science is absolutely necessary for a proper appreciation of the bearing of scientific principles on the practice of farming. While therefore we fully recognize the great importance, especially as regards Ireland, of instruction in Practical Farming, we consider that this should be given only in special schools of a technical character.

We are, consequently, of opinion that the course in Agriculture at present prescribed for National Schools should be altered. The new course should consist of instruction in the elements of the Natural and Physical Sciences that have a direct bearing on Agriculture ; and this instruction should be given with the aid of experiments of a simple character, performed as far as possible by the pupils themselves. Such a course of instruction will be of a nature entirely within the capacity of the children of a primary school. It will afford a good disciplinary training for all children, even for those who are not to be subsequently engaged in the practice of agriculture, while it will enable those who are to be so engaged, at a later stage to make intelligent use of scientific treatises on the subject.

The course in Agriculture, thus modified, will naturally constitute the course in Elementary Science for boys in rural schools.

In this connection we beg to draw attention to the following extract from a publication recently issued by the French Government on the "Teaching of Elementary Ideas of Agriculture in Rural Schools," which clearly expresses our views on the matter:

"Instruction in the elementary principles of agriculture, such as can be properly included in the programme of primary schools, ought to be addressed less to the memory than to the intelligence of the children. It should be based on observation of the everyday facts of rural life, and on a system of simple experiments appropriate to the resources of the school, and calculated to bring out clearly the fundamental scientific principles underlying the most important agricultural operations. Above all, the pupils of a rural school should be taught the reasons for these operations, and the explanations of the phenomena which accompany them, but not the details of methods of execution, still less a résumé of maxims, definitions or agricultural precepts. To know the essential conditions of the growth of cultivated plants, to understand the reasons for the work of ordinary cultivation, and for the rules of health for men and domestic animals —such are matters which should first be taught to everyone who is to live by tilling the soil; and this can be done only by the experimental method.

"The master whose teaching of agriculture consists only in making the pupils study and repeat an agricultural manual, is on the wrong path, however well designed the manual may be. It is necessary to rely on very simple experiments, and especially on observation.

"As a matter of fact, it is only by putting before the children's eyes the phenomena to be observed, that they can be taught to observe, and that the principles which underlie the science of modern agriculture can be instilled into their minds. It should be remembered that this can be done for the rural agriculturist only at school, where it will never be necessary to teach him the details which his father knows better than the teacher, and which he will be certain to learn from his own practical experience.

"The work of the elementary school should be confined to preparing the child for an intelligent apprenticeship to the trade by which he is to live, to giving him a taste for his future occupation; with this in view, the teacher should never forget that the best way to make a workman like his work, is to make him understand it."

What we can do and all we can do in our Public and High Schools, is to construct our school courses so that they bear upon agriculture. Mr. James's very excellent manual can be taken up by the teacher as part of the Nature Study of the Public Schools, and of the Elementary Science courses of the High Schools; and the Science of Forms IV. and V. can, as I have shewn, be adapted to the same purpose. No country has succeeded in doing more than this. The farmers' laboratory is too large for any school but the special one. In Part I. I stated that I had visited the agricultural department at Cornell: I had heard that it had done something for the Public Schools of New York State. Part of its extension work, I find, consists of summer lectures on Nature Study, and the regular publication of leaflets on the same subject (widely distributed) for the use of the primary teachers. These give the Nature Study an agricultural turn, and Prof. Bailey tells me that they are very popular and that the results have been exceedingly gratifying. Some of the titles of these pamphlets now before me are:

A Children's Garden, Cuttings and Grafts, The Burst of Spring, A Brook, How Plants Live Together, Hints on Making Collections of Insects, The Leaves and Acorns of our Common Oaks, The Life History of the Toad, The Birds and I, How the Trees Look in Winter, Evergreens and how they shed their Leaves, Autumn Leaves, A Summer Shower, A Handful of soil, The Potato.

This scheme is, of course, practicable for us, and it could be carried on under the direction of the Minister of Education or the Minister of Agriculture. In our new-born zeal for Industrial Education, it will not do to subordinate the claims of other departments of at least equal importance.

U. S. English and Latin High Schools.

Although the special object of my visit to the United States was the Manual Training School, I visited besides a good many of the co ordinate English and Latin Schools. In many of the larger cities, as in Boston, Cambridge, Providence, and New Haven, the English and the Latin schools are differentiated in organization. In others, both the English and the Latin courses are taken in the same building under the same principal, as in Chicago and Springfield; or under different principals, as in Lynn. The courses of study and their organization differ from ours chiefly in their flexibility (their "electives" and "options"), the smaller amount of work taken by a pupil both each day and during a session; and, in our judgment, the short time in which the studies are "completed." One of the leading educationalists I met told me that a sufficient course in Algebra, for example, was provided for a high school pupil if he had it the first and the fourth year of his course. He was amazed when I explained our programme. The want of continuity of the subjects in many schools is probably the worst defect of their organization. There can be no doubt whatever that even the best schools

are much behind our average school in what we consider thoroughness. The Boston scheme of study shows fewer of the peculiarities of the American system than most of the others I know of; and, as it will prove very suggestive to the Ontario educationist, I give it here: the sanity and naturalness of the prescribed methods are much to be commended. Graduates of the Grammar Schools (from the ninth grade) are admitted to the English and the Latin High Schools without examination. Other pupils may be admitted to the Latin Schools who are at least eleven years old and have passed an examination equivalent to that required for admission to the seventh grade of the Grammar Schools (about our senior fourth form).

COURSES OF STUDY: BOSTON HIGH SCHOOLS.

Latin High Schools.

The Latin Schools are to be in session five hours a day for five days of the week. Of the five hours a day, a quarter of an hour is assigned to the opening exercises, and half an hour to recesses. The average length of an "hour" for class exercises or for study is about fifty minutes. Of the twenty-five school "hours" in a week, twenty hours are to be given to class exercises, and five hours—one each day—to study. The study hour and the recitation or exercise hour may be divided into two or more periods, according to the needs of the pupils and the exigencies of the programme.

Pupils will not be required to make preparation for more than fifteen lessons or exercises a week. Members of the three lower classes will be required to study out of school not more than ten hours a week; and members of the upper classes, not more than twelve hours a week.

The regular course of study is for six years. But pupils that have been graduated from a grammar school or have substantially done the whole or a part of the work of the lowest class or classes, may enter a higher class. Pupils, too, whose health and scholarship are good, may complete the regular course of study in less than six years. For good reasons pupils may spend more than six years in completing the course of studies, or may omit one or more studies of the course.

The Board of Supervisors grants diplomas to pupils that have completed the course of study, and certificates of proficiency to such as have completed a part of the course.

The number in brackets after a subject is the number of "hours" given it a week.

Class VI. (Lowest.)

English (6).—1. Reading aloud or silently (*a*) Hawthorne's Wonder Book and True Stories; (*b*) either Tom Brown's School Days at Rugby or Charles and Mary Lamb's Tales from Snakespeare; (*c*) some lives of persons famous in American history and descriptions of its important events.

2. (*a*) Reading aloud, committing to memory and reciting prose selections from standard authors and some of Whittier's and Longfellow's poems. (*b*) Exercises for cultivating clear and distinct utterance in speaking, reading, and reciting.

3. (*a*) Oral and written reproductions or abstracts of the history and of other reading lessons. (*b*) Oral and written descriptions of visits to historic places, buildings and monuments in and about Boston. (*c*) Conversations and written exercises on good morals and good manners.

4. (*a*) The analysis of sentences; the classification of words as parts of speech; changes in the form of words; and principles of syntax. (*b*) Penmanship; and exercises in copying, in writing from dictation and in reproduction for the purpose of training in correct spelling, punctuation, and forms of written compositions.

Note 1: (*a*) Teachers should recommend for home reading suitable books that may be taken from the school or from the Public Library. (*b*) Pieces should be committed to memory and recited, not chiefly for the purpose of "declamation,"—however valuable that may be,—but for the purpose of filling the mind with good thoughts and beautiful and noble sentiments, and of expressing these in a clear and distinct voice and in a simple and suitable manner. (*c*) Nearly every oral or written exercise of the school gives an opportunity for teaching English.

Latin: (5). 1. Regular forms, with simple exercises illustrating their use.

2. (*a*) Oral and written translation of easy Latin into English. (*b*) Unprepared translation of easy Latin with the help of the teacher.

3. (*a*) Reading aloud, copying and writing from dictation, Latin simple in construction and composed of words familiar to the pupils. (*b*) Simple oral and written translation of English into Latin.

Note 2: Beginners in Latin should hear much easy Latin read and translated and should read aloud the same or similar passages and translate them into English so that Latin words, the changes in their forms, and the force of these changes may become familiar. A few Latin words should be added, each day, to the vocabulary of the pupils.

History: *See English.* (*a*) Reading lives of persons famous in American history and descriptions of its important events; and making oral or written reproductions or abstracts of the same. (*b*) Oral and written descriptions of visits to historic places, buildings and monuments in and about Boston.

Note 3: The reading of history lessons should be accompanied and followed by collateral reading and by conversations upon prominent and interesting events. There should be, of course, no attempt to load the memory with unimportant facts and dates. The main purposes should be (1) to train the pupils to grasp mentally the leading events in their order, and (2) to induce or arouse an interest in historical reading.

Note 4: If the teacher of history be not also the teacher of English, they will form together such a plan of work as will economize the time of each.

Geography: (2) Physical and political geography of (*a*) the United States; (*b*) the countries of Europe; (*c*) the remaining countries of North America.

ELEMENTARY SCIENCE: (½) Physiology and hygiene.

NOTE 5: The requirements of the law are to be observed as to teaching "the effects of alcoholic drinks, stimulants and narcotics on the human system."

NOTE 6: The time in the year for beginning or closing a study may be determined by the principal; but the class must give to each the study the aggregate time prescribed.

MATHEMATICS: (4½) 1. Arithmetic: (4) Oral exercises with simple numbers, arithmetic at sight, and written arithmetic: (*a*) Reviews of Grammar School work. (*b*) The metric system. (*c*) Percentage, and its applications to commission, profit and loss, and other simple subjects, and to simple interest.
2. Observational geometry: (½).

NOTE 7: Pupils are to observe, measure and represent solids, surface, and lines, and to infer, express, and use simple geometrical truths.

PHYSICAL TRAINING AND SINGING: (2) Gymnastics and singing, for girls. Gymnastics, for boys.

CLASS V.

ENGLISH: (6) 1. Reading aloud or silently (*a*) Hawthorne's Tanglewood Tales; (*b*) either Kingsley's Greek Heroes or selections from Scott's Tales of a Grandfather; (*c*) some lives of persons famous in English history and descriptions of its important events.
2. (*a*) Reading aloud, committing to memory, and reciting prose selections from standard authors, and some of Holmes's, Bryant's, and parts of Scott's poems. (*b*) Exercises for cultivating clear, distinct, forcible, and expressive utterance in speaking, reading, and reciting.
3. (*a*) Oral and written reproductions or abstracts of the history and of other reading lessons. (*b*) Conversations and written exercises on good morals and good manners.
4. (*a*) Analysis of sentences; inflections of words and principles of syntax. (*b*) Penmanship; exercises in writing from dictation and in reproduction for the purpose of training in spelling, punctuation, and forms of written composition. (See Note 1, under Class VI.)

LATIN: (5) 1. Forms and constructions with exercises thereon.
2. Oral and, occasionally, written translation into idiomatic English (*a*) of easy Latin and (*b*) at least of Books I., II., and III. of Cæsar's Gallic War. (*c*) Unprepared translation of easy Latin.
3. (*a*) Reading aloud, copying, and writing from dictation, familiar passages from Cæsar. (*b*) Repeating aloud or writing passages from Cæsar that have been carefully studied and committed to memory.
4. English into Latin, including simple oral and written exercises based upon passages from Cæsar. (See Note 2, under Class VI.)

HISTORY: *See English.* Reading lives of persons famous in English history and descriptions of its important events; and making oral and written reproductions or abstracts of the same. (See notes 3 and 4 under class VI.)

GEOGRAPHY: (2½). 1. Physical and political geography, with map-drawing of (*a*) the countries of South America; (*b*) the West Indies, etc.; (*c*) the countries of Asia and of Africa; (*d*) Australia, Malaysia, and other islands of the Pacific.
2. Physical and astronomical geography.
3. Reviews.

ELEMENTARY SCIENCE: (½). Botany, inductively studied.

NOTE: The time in a year for beginning or closing a study may be determined by the principal; but the class must give to each study the aggregate time prescribed.

MATHEMATICS: (4). 1. Arithmetic (3½). Oral exercises with simple numbers, arithmetic at sight, and written arithmetic: (*a*) Application of the principles of percentage to bank discount, partial payments, and compound interest. (*b*) Compound numbers, with simple practical problems. (*c*) Ratio and proportion. (*d*) Powers: square root and its common applications, cube root with simple practical problems. (*e*) The algebraic expression of the generalizations of arithmetic and the solution of simple algebraic equations expressing arithmetical facts or truths.
2. Geometry: (½). Observational geometry, including the mensuration of parallelogram, triangle, trapezoid, trapezium, circle and any other plane figure divisible into triangles; of the right prism, pyramid, cylinder and cone; and of the sphere. (See Note 7, under Class VI.)

PHYSICAL TRAINING AND SINGING. (2). As in Class VI.

CLASS IV.

ENGLISH: (5). 1. Reading aloud or silently (*a*) Irving's Sketch Book; (*b*) Church's Stories of the Old World; and (*c*) Plutarch's Lives of Famous Greeks. (*d*) Reading descriptions of and studying the great events in the history of ancient Greece. (*e*) Reading astronomical and physical geography.
2. (*a*) Reading aloud, committing to memory, and reciting prose selections from standard authors, and some of Lowell's, Gray's and parts of Goldsmith's poems. (*b*) Exercises for cultivating clear, distinct, forcible and expressive utterance in speaking, reading and reciting.
3. (*a*) Oral and written reproductions or abstracts of lectures of historical, geographical, and other readings. (*b*) Compositions—chiefly narratives and descriptions. (*c*) Applications of the principles of good English to the correction of mistakes made by the pupils in speaking and writing.

NOTE 1: The pupils are now old enough to begin to appreciate literature as such. The purpose and spirit of the author and the merits of his thought and style should be pointed out. His defects should be but lightly touched.

FRENCH OR GERMAN: (3½). (*a*) Translating into English, reading aloud, and, immediately after the teacher, repeating aloud, easy French or German. (*b*) Simple exercises in pronunciation and conversation based on this French or German. (*c*) Unprepared translation of easy French or German into English.
2. (*a*) Oral and written practice in the forms and use of nouns, pronouns, adjectives, articles, regular verbs, and at least twenty irregular verbs.
3. Simple oral and written translations of English into French or German.

NOTE 2: Pupils should, with the help of the teacher, read, at the outset, French or German, and translate it into English. They should be trained to observe forms and idioms and the force of these, and thus should acquire some real knowledge of the foreign language before they begin to study its formal grammar.

LATIN: (5). 1. Oral and, occasionally, written translation, at least, (*a*) of Books IV. and V. of Cæsar's Gallic War; (*b*) of 1,000 lines of Ovid; and (*c*) of Book I. and a part of Book II. of the Æneid. (*d*) Unprepared translation of average passages from Cæsar and of the easier passages from Ovid.

2. (*a*) Writing from dictation and committing to memory, passages from Cæsar. (*b*) Reading metrically and committing to memory passages from Ovid.

3. English into Latin, including oral and written exercises based upon passages from Cæsar or upon other Latin prose that the pupils have translated into English.

NOTE 3: Pupils should be induced to translate much Latin into English. To this end the teacher should occasionally translate and comment upon the more difficult passages; should cause the brighter pupils to translate at sight average passages, and the average pupils to translate at sight the easier passages, and should skilfully remove the difficulties that obstruct the way of the duller pupils.

NOTE 4: In March, the study of Greek may be begun; but the time it takes from other studies of Class IV. should be restored to the same studies of Class III.

HISTORY: *See English.* Reading Plutarch's Lives of Famous Greeks; reading descriptions of and studying the great events in the history of ancient Greece; and making oral and written reproductions or abstracts of the same.

NOTE 5: Pupils in Class IV. are old enough to begin to appreciate causes and consequences of historical events and to form clear conceptions of the life of the people whose history they are reading. Teachers should use statuary, paintings, engravings, photographs, and other available historic illustrations (at the Art Museum and elsewhere), and should read to the pupils, or cause them to read, such extracts from standard historical writers as distinctly and vividly portray famous men and events.

ELEMENTARY SCIENCE: ½ (*a*) Botany, inductively studied. (*b*) Physiology and hygiene.

NOTE 6: The time in the year for beginning or closing a study may be determined by the principal; but the class must give to each study the aggregate time prescribed.

MATHEMATICS: 4. Algebra, including (*a*) generalizations of arithmetic and of observational geometry, and (*b*) the solution of equations expressing arithmetical and simple geometrical facts and truths.

PHYSICAL TRAINING AND SINGING: 2. Details as in Class VI.

CLASS III.

ENGLISH: (5) 1. Reading aloud or silently (*a*) Addison's papers in the Spectator; (*b*) one of Scott's novels; (*c*) Plutarch's Lives of Famous Romans; and (*d*) Macaulay's Lays of AncientRome; (*e*) Reading descriptions of and studying the great events in the history of ancient Rome.

2. (*a*) Reading aloud, committing to memory and reciting prose selections from standard authors, and either some poems of Tennyson, Emerson and Wordsworth, or a part of the English and American poems whose study is required for admission to college. (See under Class II.) (*b*) Exercises for cultivating clear, distinct, forcible and expressive utterance in speaking, reading and reciting.

3. (*a*) Oral and written reproductions or abstracts of lectures and of the history and other reading lessons. (*b*) Compositions. (*c*) Some study of English as used by the best authors; and exercises for training pupils to correct their own mistakes in speaking and writing. (See Note 1, under Class IV.)

FRENCH OR GERMAN: (2) 1. (*a*) Reading aloud and translating into idiomatic English, French or German suited to the progress of the class. (*b*) Simple exercises in conversation based on this French or German (*c*) Unprepared translation of easy French or German into English.

2. Forms reviewed and irregular forms studied, with exercises thereon.

3. (*a*) Writing from dictation or from memory French or German containing only familiar words and forms and common constructions. (*b*) Simple oral and written translations of English into French or German, including exercises based upon passages already translated into English.

NOTE 1: (See Note 2, under Class IV.) Most of the time assigned this year to French or German should be used by the pupils in reading the foreign language and translating it into English. Occasionally there should be practice in getting thoughts directly from the French or German without translating it into English.

LATIN: (4). 1. Oral and, occasionally, written translation (*a*) of the remainder of Book II., and the whole of Books III., IV. and V. of the Æneid; (*b*) of Sallust's Catiline; and (*c*) of, at least, one of Nepos's Lives. (*d*) Unprepared translation of average passages from Cæsar and of the easier passages from Sallust, Nepos, and Vergil.

(2) (*a*) Writing from dictation and committing to memory passages from Sallust or Nepos. (*b*) Reading metrically and committing to memory passages from Vergil.

3. English into Latin, including oral and written exercises based upon passages from Cæsar, Sallust or Nepos. (See Note 3, under Class IV.)

GREEK: (5) 1. Forms and constructions with simple exercises illustrating their use.

2. (*a*) Oral and written translation of easy Greek into English. (*b*) Oral translation of, at least, a part of Book I. of the Anabasis, or of easy passages from any other work of Xenophon. (*c*) Unprepared translation of easy Greek, with the help of the teacher.

3. (*a*) Reading aloud, copying and writing from dictation Greek simple in construction and composed of words familiar to the pupils. (*b*) Simple oral and written translation of English into Attic Greece, including exercises based upon passages from Book I. of the Anabasis or from any other work of Xenophon that the pupils have begun to translate into English.

NOTE 2: That pupils may, early in the course, acquire some knowledge of the Greek language as a foundation for their study of its formal grammar, they should read aloud and should hear the teacher read much connected Greek, and should, with his help, translate it into English. They would thus gradually learn, through ear and eye, changes in the forms of words and, through the understanding, the force of these changes; and, at the same time, interested in the connected narrative, would gain daily in the power of translating readily Greek into English.

History : *See English.* Reading Plutarch's Lives of Famous Romans, and Macaulay's Lays of Ancient Rome ; reading descriptions of and studying the great events in the history of ancient Rome ; and making oral and written reproductions or abstracts of the same. (See note 5, under Class IV).

Mathematics : Algebra ; review of arithmetic and of observational geometry; applications of algebra to arithmetic and to the elements of geometry.

Note 3 : With the aid of algebra, Class III. can thoroughly study some arithmetical subjects—*e. g.*, powers and roots—that were only lightly touched in the lower classes. Near the close of this school-year, the final examination in Arithmetic should be given.

Physical Training and Singing : (2) As in Class VI.

CLASS II.

English : (4). I. Reading aloud or silently and studying (*a*), at least, one play of Shakespeare ; and (*b*) a part of the English literature required for admission to college. (*c*) Reading descriptions of and studying the great events in the history of ancient Greece and Rome.

2. (*a*) Committing to memory and reciting selections from standard authors of prose and poetry. (*b*) Exercises for cultivating correct and expressive utterance.

3. (*a*) Oral and written reproductions or abstracts of lectures and of the history and other reading lessons. (*b*) Compositions. (*c*) Some critical study of standard English prose as to correctness, perspicuity, and force ; and exercise for training pupils to correct their own mistakes in speaking and writing.

Note 1 : The course of study in English literature for Classes I. and II. is largely determined by the requirements for admission to New England colleges. These requirements in English literature for the years 1901-1905 are given below. Of course, the authors there mentioned should be mainly studied for their literature. If the pupils will but read with a genuine interest and with a fair appreciation of thought and sentiment, not only will their standard of reading and thinking be raised and their literary taste improved, but also their ability to use good English will be increased. Merits rather than defects in the exercises used for improving style of expression should be emphasized. Indeed, if pupils do not violate the principles of good use, they will not need to correct the solecisms and barbarisms of others ; and if, on the other hand, they use bad English, it will be sufficient for them to correct their own mistakes and blunders.

1901 and 1902. Shakespeare's Merchant of Venice ; Pope's Iliad, Books I., VI., XXII., and XXIV. The Sir Roger de Coverley Papers in the Spectator ; Goldsmith's Vicar of Wakefield; Coleridge's Ancient Mariner ; Scott's Ivanhoe ; Cooper's Last of the Mohicans ; Tennyson's Princess ; Lowell's Vision of Sir Launfal ; George Elliot's Silas Marner ; Shakespeare's Macbeth ; Milton's Lycidas, Comus, L'Allegro, and Il Penseroso ; Burke's speech on Conciliation with America ; Macaulay's Essays on Milton and Addison.

1903, 1904, and 1905. Shakespeare's Merchant of Venice ; Shakespeare's Julius Cæsar; The Sir Roger de Coverley Papers in the Spectator ; Goldsmith's Vicar of Wakefield ; Coleridge's Ancient Mariner ; Scott's Ivanhoe ; Carlyle's Essay on Burns ; Tennyson's Princess ; Lowell's Vision of Sir Launfal ; George Eliot's Silas Marner ; Shakespeare's Macbeth ; Milton's Lycidas, Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation with America ; Macaulay's Essays on Milton and Addison.

French or German : (2) 1. (*a*) Reading aloud, without translating into English, some easy French or German prose. (*b*) Conversations based on this French or German. (*c*) Reproduction of stories or of other simple French or German heard or read by the pupils.

2. (*a*) Oral and written translations into idiomatic English of some modern French or German prose and poetry suited to the progress of the class ; also, if time permit, of one or more French or German classics. (*b*) Unprepared translations of easy and average passages from French or German into English.

3. (*a*) Study of irregular forms and unfamiliar constructions, with exercises thereon. (*b*) Translation of English into French, including oral and written exercises based upon passages selected from the authors studied.

Note 2 : The French or German read this year should be mainly nineteenth century prose, and should include not only fiction but also biography and history.

(1) To translate readily French or German into idiomatic English, and (2) to acquire and appreciate the author's thoughts through *reading* the foreign language without *translating* it into English, are the two main objects of its study in the Latin Schools. While accomplishing these objects, the pupils should acquire a correct pronunciation and a familiarity with forms and syntax, and should begin to compose and converse in the foreign language.

Latin : (4) 1. Oral and, occasionally, written translation (*a*) of, at least, three more books of the Æneid and the Eclogues of Virgil ; (*b*) of, at least, four orations of Cicero ; and (*c*) of some of Nepos's Lives. (*d*) Unprepared translation of average passages from Cæsar and Nepos, and of the easier passages from Vergil and Cicero.

2. (*a*) Writing from dictation and committing to memory passages from the prose writers studied ; and (*b*) reading metrically and committing to memory passages from Vergil.

3. English into Latin, including oral and written exercises based upon passages from Cæsar, Nepos, or Cicero. (See Note 3, under Class IV.)

Greek : (5) 1. Forms, constructions, and idioms, with exercises thereon.

2. (*a*) Oral and written translations into idiomatic English of, at least, Books I.-IV. of the Anabasis or its equivalent. (*b*) Unprepared translation of simple Attic prose. (*c*) Reading aloud, writing from dictation, and committing to memory familiar passages from Greek.

3. English into Greek, including oral and written exercises based upon passages from Attic prose. (See Note 2, under Class III.)

History : *See English.* Reading descriptions of and studying the great events in the history of ancient Greece and Rome ; and making oral and written reproductions or abstracts of the same. (See Note 5, under Class IV.)

Mathematics : (3) (*a*) Algebra through quadratic equations. (*b*) Plane geometry, begun.

Physical Training and Singing : (2) As in Class VI.

CLASS I.

ENGLISH: (2) 1. (*a*) Reading aloud or silently and studying the English literature required for admission to college. (*b*) Oral and written abstracts and interpretations of a part of the works read or studied.

2. (*a*) Committing to memory and reciting selections from standard authors of prose and poetry. (*b*) Exercises for cultivating correct and expressive utterance.

3. (*a*) Compositions. (*b*) Some critical study of standard English prose as to correctness, propriety, perspicuity, and force; and exercises for training pupils to correct their own mistakes in speaking and writing. (See Note 1, under Class II.)

LATIN: (4) 1. Prepared and unprepared translation, oral and written, from Vergil and Cicero.

2. (*a*) Writing from dictation and committing to memory passages from Cicero; and (*b*) reading metrically and committing to memory passages from Vergil.

3. English into Latin, including oral and written exercises based upon passages from Nepos, Cæsar, or Cicero. (See Note 3, under Class IV.)

NOTE 1: The productions of Latin and Greek authors should now be read and interpreted as literature. However valuable the study of Latin and Greek grammar may be made, it should be kept strictly subordinated to the study of the Latin and Greek literature read.

GREEK: ($4\frac{1}{2}$) 1. Translations from Attic prose and from Homer, including unprepared translations of average and easier passages.

2. Reading metrically and committing to memory passages from Homer.

3. English into Greek, including oral and written exercises based upon passages from Attic prose. (See Note 1, under Latin.

ELEMENTARY SCIENCE: ($3\frac{1}{2}$) Physics, studied inductively and experimentally.

NOTE 2.: The time in the year for beginning and closing a study may be determined by the principal; but the class must give to each study the aggregate time prescribed.

MATHEMATICS: (4). Either plane geometry, completed; or plane geometry, completed, and solid geometry, studied.

NOTE 3: A part of the regular work in geometry should be original demonstrations of theorems and applications of geometrical truths in the solution of problems.

PHYSICAL TRAINING AND SINGING: (5), as in Class VI.

NOTE 4: To meet the special needs of some pupils, they will be allowed—if the circumstances of the school permit and the head-master consent—(*a*) to substitute the history of the United States and England for the history of Greece and Rome; (*b*) to substitute advanced French, or advanced physics, or advanced algebra together with logarithms and trigonometry, for advanced Greek; (*c*) to substitute in the boys' school elementary German for that part of advanced Latin or advanced Greek studied by Class I; and (*d*) to "anticipate" studies of the Freshman year.

GIRLS' LATIN SCHOOL.

COURSE OF STUDY IN ELEMENTARY AND ADVANCED GERMAN.

NOTE 1: The course of study in elementary and advanced German may be taken by pupils in the Girls' Latin School instead of the course in elementary and advanced Greek.

CLASS III.

ELEMENTARY GERMAN: (5.) 1. (*a*) Translating into English, reading aloud, and, immediately after the teacher, repeating aloud, easy German. (*b*) Simple exercises in pronunciation and conversation based on this German. (*c*) Unprepared translation of easy German into English. (*d*) Committing to memory and reciting German poetry.

2. Oral and written practice in the forms and use of nouns, pronouns, adjectives, articles, regular verbs, and all the common irregular verbs, and in the construction of easy sentences.

3. (*a*) Writing German from dictation or from memory. (*b*) Simple oral and written translation of English into German.

NOTE 2: Pupils should, at the outset, read German with the help of the teacher, and translate it into English. They should be trained to observe forms and idioms and the force of these; and thus should acquire some real knowledge of the German language before they begin to study its formal grammar.

CLASS II.

ELEMENTARY GERMAN: (5.) 1. (*a*) Reading aloud and translating into idiomatic English German suited to the progress of the class. (*b*) Sight translation of German into English. (*c*) Simple exercises conducted in German on what has been translated at sight into English. (*d*) Committing to memory and reciting German poetry.

2. The review of forms and the study of irregular verbs and of constructions, continued, with exercises thereon.

3. (*a*) Oral and written reproduction of stories or of other simple German heard or read by the pupils. (*b*) Oral or written translation of English into German.

NOTE 3. The German read this year should be mainly nineteenth century prose, and should include biography and history, as well as fiction. The German language is, whenever it is practicable, to be used in the class-room.

Class I.

Advanced German: ($4\frac{1}{2}$.) 1. (*a*) Translating into idiomatic English German prose and poetry suited to the progress of the class, including two or more German classics. (*b*) Sight translation of German into English. (*c*) Committing to memory and reciting German poetry. (*d*) Reading aloud, without translating into English, German prose of ordinary difficulty. (*e*) Conversation in German.

2. Review of German grammar, a German text-book in grammar to be used, and the recitations to be conducted in German.

3. Free composition in German, including composition on subjects drawn from German books previously read.

Note 4: (1) To translate readily German into idiomatic English, and (2) to acquire and appreciate the author's thoughts through *reading* the German without *translating* it into English, are the two main objects of its study in the Latin Schools. While accomplishing these objects, the pupils should acquire the correct pronunciation of German and become familiar with its forms and syntax, and should, at the close of the third year of study, be well started in German conversation and composition.

ENGLISH HIGH SCHOOLS.

The general provisions are the same as for the Latin Schools, with the following modifications:—

If pupils are unable, from ill-health or for other reasons, to pursue in full the regular course of study, or if the interests of pupils require them to omit a part of the course, the principal may allow such pupils to pursue partial courses of study, and to continue them from year to year; but diplomas of graduation cannot be awarded pupils until they have completed the regular course of study.

First Year.

English: *Four hours a week till March 1; one hour a week after March 1.* English Language and Literature.

History: (2). Ancient History.

Foreign Language (See Note 1): (4 or 5). French, German or Latin.

Mathematics: *Either five or four hours a week till March 1; either four or three hours a week after March 1.* Algebra, with generalizations of Arithmetic.

Science: *Four hours a week after March 1.* Botany.

Drawing: (2).

Music (See Note 2): (1). Singing.

Physical Training: (2). Gymnastics for girls. Gymnastics and Military Drill for boys.

Note 1: The choice of a study must be subject to the approval of the principal.

Note 2: Pupils excused from singing must do additional work in some other study of the regular course.

Second Year.

English: (3). English Language and Literature.

History: (2). Mediæval History. Modern History begun.

Foreign Language: (3 or 4). French, German or Latin continued.

Mathematics: (3 or 4). Plane Geometry.

Science (See Note 1): (3). Zoology; followed by a short course in Physiology and Hygiene.

Drawing: (2).

Music (See Note 2): (1). Singing.

Physical Training: (2). Gymnastics for girls. Gymnastics and Military Drill for boys.

Electives (See Note 3): Elective substitute for Zoology: Book-keeping, including Commercial Arithmetic.

Note 1: Pupils intending to enter the Normal School are advised to study Zoology.

Note 2: Pupils excused from singing must do additional work in some other study of the regular course.

Note 3: The choice of a study must be subject to the approval of the principal.

Third Year.

English: (3). English Language and Literature.

History and Civil Government: (3). Modern History. Civil Government.

Foreign Language (See Note 1): (3). Either (*a*) French, German or Latin continued, or (*b*) French or German begun.

Mathematics: (2). Algebra and Plane Geometry completed.

Science: (6). Physics, three hours. Chemistry, three hours.

Music (See Note 2): (1). Singing.

Physical Training: (2). Gymnastics for girls. Gymnastics and Military Drill for boys.

Electives (See Note 1): Elective substitute for Foreign Language: Phonography. Elective substitute for Mathematics: Drawing.

NOTE 1 : The choice of a study, and changes in the choice of a foreign language, must be subject to the approval of the principal.

NOTE 2 : Pupils excused from singing must do additional work in some other study of the regular course.

FOURTH YEAR.

REQUIRED ENGLISH: (3). Rhetoric and Composition.

MUSIC (See Note 1): (1) Singing.

GYMNASTICS: (2).

ELECTIVES. (see Note 2): (12). English Literature ; History ; French ; German ; Latin ; Advanced Algebra, Solid Geometry, Plane Trigonometry with applicatiou to Surveying and Navigation, Analytic Geometry ; Physics, Chemistry, Astronomy (See Note 3) ; Drawing ; Phonography.

NOTE 1 : Pupils excused from singing must do additional work in some other study of the regular course.

NOTE 2 : The choice of studies must be subject to the approval of the principal.

NOTE 3 : Pupils intending to enter the Normal School are advised to study Astronomy.

NUMBER OF HOURS A WEEK TO BE GIVEN TO THE SEVERAL ELECTIVE STUDIES OF THE FOURTH-YEAR CLASS.

ENGLISH LITERATURE: Either 1 hour or 2 hours a week. This time is in addition to the 3 hours a week given to required "Rhetoric and Composition."

HISTORY : (2).

FOREIGN LANGUAGES : (3 or 4 each). Credit in hours to be given to only two of the three foreign languages.

MATHEMATICS : Advanced Algebra, (2) ; Solid Geometry, (2) ; Plane Trigonometry with applications to Surveying and Navigation, (2) ; Analytic Geometry, (2). Credit in hours to be given to only three of the four branches of Mathematics.

SCIENCES : Physics, (3) ; Chemistry, (3) ; Astronomy, (3). Credit in hours to be given to only two of the three Sciences.

DRAWING : (2).

PHONOGRAPHY : 3 hours a week, for pupils beginning the study ; 2 hours a week for pupils continuing the study.

HIGH SCHOOL COMMERCIAL COURSE.

FIRST YEAR.

ENGLISH : *Four hours a week till March* 1 ; *one hour a week after March* 1. English Language and Literature.

HISTORY : (2). Ancient History.

PHONOGRAPHY, PENMANSHIP, AND COMMERCIAL FORMS : (4 or 5).

COMMERCIAL ARITHMETIC AND BOOKKEEPING BEGUN : *Either five or four hours a week till March 1 ; either four or three hours a week after March 1.*

SCIENCE : *Four hours a week after March 1.* Botany.

DRAWING : (2).

MUSIC (See Note 1) : (1). Singing.

PHYSICAL TRAINING : (2). Gymnastics for girls. Gymnastics and Military Drill for boys.

NOTE 1 : Pupils excused from singing must do additional work in some other study of the course,

SECOND YEAR.

ENGLISH : (3). English Language and Literature.

HISTORY : (2). Mediæval History, (2). Modern History.

PHONOGRAPHY, TYPEWRITING, AND ELEMENTS OF MERCANTILE LAW : (3 or 4).

BOOKKEEPING AND COMMERCIAL GEOGRAPHY : (3 or 4).

SCIENCE : (3). Zoology ; followed by a short course in Physiology and Hygiene.

DRAWING : (2).

MUSIC (See Note 1) : (1). Singing.

PHYSICAL TRAINING : (2). Gymnastics for girls. Gymnastics and Military Drill for boys.

NOTE 1 : Pupils excused from singing must do additional work in some other study of the course.

GENERAL CONSIDERATIONS.

Public and School Libraries.

A few matters of a general nature need to be considered in connection with the subjects I have been discussing:

In 1899, this Province spent $56,769.77 in books, and $11,045.60 in magazines and periodicals for its public libraries. Of this amount, the Legislature gave $44,748.97. Let us consider, in this connection, the following facts also contained in the Educational Report for 1899. There are 5,120 rural public schools and 204 rural separate schools, outside of the schools in the cities, towns, and incorporated villages. In 30 of these municipalities, there are no public libraries, while outside of them there are only 196; that is, there are over 5,000 rural school sections which the public library does not reach, and which, so far as I can find out, have few, if any, libraries of any kind. I have already shewn how important it is that a taste for good literature should be cultivated in all our schools, in the Public Schools in particular, where the large body of our people receive their education. Is our library system as effective as it can be made? I doubt it very much; and I have two suggestions to offer for its improvement:

(1) Where Public Schools now exist, the Library Boards should co-operate with the School Boards, and their teachers. The good librarian knows much about books and something about children; the good teacher knows much about children and something about books. In many of the U.S. cities and towns I visited, special provision is made in the Public Libraries for the wants of both pupils and teachers. Books suitable for them are bought, and arrangements made for their distribution. Selected sets, often to the number of two or three hundred volumes, classified for the different grades and consisting of 20 or 25 copies of each book, are sent at the beginning of a term to the Grammar and the High School. As soon as one set is read, it is replaced by another, at the request of the Principal; and the reading of such books in school and at home, under the teacher's guidance, is made a prominent feature of the course. Teachers also have special privileges, being allowed to take out from half a dozen to a dozen or so at a time. Another illustration may be given of this system of co-operation. In Belleville (Ill.), the State Superintendent tells me, some years ago, under the direction of the Superintendent of Schools, every teacher read a given number of books, classified them for the school grades, and reported to a committee appointed to group them. Lists were then printed on large cards which were placed in the library for the use of the children. New book lists are posted in the same way. At the approach of national days like Washington's and Lincoln's birthday, Memorial day and others, when the older pupils are assigned themes or questions for debate, the teachers give the librarians the subject, and the books treating of them are placed upon the inspection table for their use. Moreover, the teachers' own pedagogical library has been placed in a separate case in the library and is cared for by the librarian. A room in the library is also set apart for the use of the teachers.

(2) The travelling library scheme which is to come into operation this year in Ontario, admits, I believe, of a very desirable extension.

Each Public School Inspector's district should have a central library suitable for the teachers and pupils of the rural schools, under the charge and management of the Inspector. The books could be distributed by him from time to time amongst the different schools of his inspectorate, and, in this way, the public libraries, what Carlyle calls "*the* University," could be brought to every fireside. The system of exchange would make its value a maximum one If the Legislature gave an annual grant for this purpose, supplemented by at least an equal amount from the county, an inestimable boon would be conferred on the rural districts. Such provision would, of course, only supplement the reference libraries which we hope to see some day in every Public and Separate School in the Province. I venture here to express the opinion—in which I believe many concur—that the general interests would not suffer if the amount of money for this purpose, say $10,000 a year, were diverted from the present grant to Mechanics' Institutes.

School Boards and their Powers.

As I have already pointed out, one of the evils resulting from the competition amongst schools is the attempt often made to undertake work for which the staff is in-

adequate. The tendency is reinforced by the very natural desire on the part of even the smallest district to provide, itself, for all its educational wants. This is especially noticeable in the case of the two masters' and some three masters' High Schools. Here, again, we may learn from what is done in Massachusetts. There every centre of five hundred families and over must maintain a High School; but, when such centres cannot give a full curriculum, they must pay for pupils requiring advanced subjects, not only the tuition fees at another suitable centre, but the cost of transportation as well. The same obligation rests upon towns with a smaller population. Our High School Boards should, I think, be given the same power. Competition and natural local pride might for a time prevent them from using it, but such a provision would afford a relief, in the case of pupils requiring technical or Form V. work. The following is an extreme case, it is true, but it illustrates the situation. A year or so ago, I inspected a High School with only one pupil in Form IV. and about forty in each of the lower forms. On the basis of the teachers' salaries alone, this one pupil cost $700, and the provision for the other pupils was quite insufficient. It would have been far better financially and educationally for all concerned had the locality paid this pupil's board bill and school fees at another school. Some principals, recognizing the situation, advise such pupils to go elsewhere; but, for evident reasons, the practice is not general. In this connection I may note also as a proof of the paramount importance attached to education by the people of Massachusetts, that last year a law was passed compelling street railways (which are very numerous in the state) to charge not more than half fare for the transportation of school children, whether such children reside in the city or town or any other city or town.

Here and there in this report I have spoken of the necessity for co-operation on the part of all the bodies connected with education—the Public School, the High School, and the Mechanics Institute (or the Free Library) Boards. We have Boards of Education in many parts of the Province; but, notwithstanding the fact that High and Public school Boards may amalgamate, few have availed themselves of the provision. The objection to union usually comes from the High School side. The trustees feel—often, I believe, without sufficient grounds—that, being in the minority, they might not be able to protect the interests they especially represent. No provision yet exists for union with the Mechanics Institute Boards—a provision which seems to be necessary if the libraries are to be the important factor in education they should be, and if technical evening classes are to be established and efficiently maintained. The separation of the School Boards is the survival of the theory which once existed, but which has now pretty nearly disappeared, that the Public School is for the lower and poorer classes and the High for the upper and richer. Owing to the genesis of the High School it would undoubtedly have been unsafe in the then temper of the people to risk the future of the secondary schools by entrusting it to the direct control of the masses. But the situation is now different.

In my judgment, the consolidation of the Boards could be more easily brought about if the law provided for the substitution therefor of a Board of Education composed of members partly nominated as at present and partly elected by the people at large. The ward system has serious evils; and, though now and then unsuitable members are found on the High School Boards, there are very few localities in which any but the best are appointed. Most of the Boards in the United States are, it is true, elected by the people at large, but by no means all of them. The principle of nomination to secure the presence of desirable members who would represent special educational interests or who would not submit to the ordeal of an election, is often fully recognized; and I found the general opinion to be, even in the home of democracy, that a School Board should be partly nominated and partly elected by the citizens at large. If the change proposed is too radical a one the school trustees might be given representation on the Mechanics Institute Boards. The existence of separate Technical School Boards will only add to the complexity of our system.

Free High Schools.

When the late Chief Superintendent changed the name of our primary schools from "common" to "public," he did it for wise reasons. But the name "public" has turned out, I think, to be an unfortunate one; for it has tended to perpetuate

the theory that the Public Schools are for the general public and the High Schools for a richer class. In the United States all the schools—primary, grammar, and high—are now called Public Schools; and they *are* Public Schools, for all are the schools of the people, always with free tuition and often with free text-books. The High School there is as much the people's care as the Grammar School, and each city or town vies with its neighbor in ministering generously and munificently to the requirements of both.

How is it with us in Ontario? Of our 130 High Schools and Collegiate Institutes, 46 are free to residents and 18 are free to all; 33 which charge fees, charge none in Form I. to residents, and the average annual charge of those which charge fees for Form I. is $8.29; 24 of them charging less than $10.00. The time has not yet come, unfortunately, when all our High Schools can be made free by law. No one, however, who studies the history of educational movements can doubt that we shall eventually follow the example of the Republic to the south of us. Even on the low ground of economic expediency the course will be a necessary one; for we cannot otherwise compete successfully with the rival at our doors.

Probably the first step would be to make Form I. free by law. The difficulty that now exists here and there in adjusting to each other the High and the Public School system would then disappear.

I have now discussed the amendments that seem to me to be desirable in our course of study and in the associated subjects of departmental control. Even if my proposals meet with the approval of the Education Department, they cannot all be carried out at once. Any changes should be made gradually, and after due notice, so that all concerned—boards, teachers, and the general public—may prepare themselves for new conditions.

In Part I. I have dealt with some of the excellences of the American systems and in Part II. with some of the defects of our own. I did not concern myself especially with the defects of the American systems, nor have I deemed it necessary to expatiate on the excellences of our own. But to any one who has even a slight knowledge of the American schools, their main defects are evident—their excessive recognition of the principle of "Electives," the chance for the faddist to implement his schemes, and the lack of continuity in their courses and of thoroughness as we understand the term in Ontario. And I desire further to record my opinion that a proper combination of local and state control is most to be desired, that our type of High School teacher is not surpassed by the best I saw during my visit, and that the best products of the Ontario High Schools are in academic attainments the superiors and in intellectual capacity at the least the equals f the best products of the American systems.

ERRATA.

On page 252, Table I., for "271" read "471."
" 252, " II., for "1828" read "1378."

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